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ABSTRACT

This description of the development of the Experience-Based Career Education Program by State Fair Community College in Sedalia, Missouri, lists the objectives: (1) continuing an elementary career education program by providing resource materials to teachers: (2) implementing an in-school experience-based cluster program in high schools: (3) expanding high school skill career education training opportunities and expanding postsecondary, adult, and special education via cluster curriculum individualization: (4) pilot testing and distributing such programs: and (5) providing job and educational placement at all levels. Major accomplishments described include the integration of classroom learning and work experience through individualized projects in community settings, development of learning guides and experience sites, and increased use of employers in teaching capacities. Project problems, publicity and dissemination activities, data collection, and staff utilization and development are outlined. Conclusions are listed based on the analysis of student behavioral indicators (career tests, attitude scales, survey comments, and activity sheets) and student demographic data. The author finds that project objectives were met and student enrollment is representative of the total population. She recommends inservice teacher training and audiovisual workshops and continuation of a resource center. Lists of project materials and experience sites are appended. (MN)

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FINAL REPORT

Project No. 498AH90020

Grant No. G07-77-00001 (502)

EXPERIENCE BASED CAREER EDUCATION

Exemplary Project in Vocational Education

Conducted Under

Part D of Public Law 90-576

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SUMMARY

A. TIME PERIOD COVERED

This report covers the three years of the project beginning June 1, 1977, and ending May 31, 1980.

OVERVIEW OF CAREER EDUCATION EFFORT[1]

Origin of the Career Education Project, State Fair Community College

In 1976 State Fair Community College in Sedalia, Missouri, recognized the need to implement a program involving experience based career education into the school districts that comprise the community college district. After several meetings with interested districts, State Fair Community College submitted a proposal to develop and implement an experience based career education program for grades 9 and 10 as part of the comprehensive K-14 career education program in this three-county, non-urban area in Missouri to the U.S. Office of Education. The plan was amended in 1978 to permit one school district to enroll Grade 11 students. In 1977, State Fair Community College, in cooperation with Otterville Public Schools in Cooper County; Sedalia School District #200, La Monte R-IV, Smithton R-VI, Green Ridge R-VIII, and Sacred Heart in Pettis County; and, Sweet Springs which is located in Saline, received, a grant to implement the proposal under Part D of the Vocational Act, as amended. The original grant was for 12 months with renewal for an additional 2 years dependent upon satisfactory accomplishments each year.

The goals and objectives of the total Career Education Program, as stated in the proposal, were as follows:

B. GOALS AND OBJECTIVES

Components

I. To continue a broad program of career awareness (K-8) by providing career education materials to teachers through a career education resources center located on the college campus previously developed in a Part D program.

*II. To implement an in-school experience based cluster program in grades 9-11 utilizing materials developed as part of the Experience Based Career Education program at the Appalachia Educational Laboratory.

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[1]Format follows that suggested in Handbook for the Evaluation of Career Education Programs (Draft), Bureau of Occupational and Adult Education, U.S. Office of Education, DHEW, 1974.

*Note: All activities of the EBCE project relate to Component II only.

III. To expand skill career education training opportunities available to youth in grades 11-12 through the design and implementation of cluster curriculum in the Area Vocational and Technical School.

IV. To expand skill training opportunities for post secondary, adult, and special needs students through cluster curriculum individualization and mediation of training programs.

V. To pilot test individualized cluster curriculum programs and provide distribution to all schools throughout Missouri that are working in such program areas.

VI. To provide placement services for all students at any level from education to education, education to work, or work to education.

This project promoted all aspects of career education and provided experience based programs at the junior-senior high level in the three-county area and served as a model for other rural areas in Missouri.

During the elementary years the focus was on career awareness as students become aware of the world of work and self-concepts. In the early grades awareness of the community and its interrelationship were the focus of many activities.

Exploratory activities began as the students moved to the junior high years. These were conducted both in class through activities and special programs. Special instructions were given to local ninth grade teachers through workshops and individual sessions to assist them in using career education activity guides developed by local teachers as part of the original Part D, Exemplary Project, coded to the USOE fifteen cluster structure. Use of field trips and guest speakers was encouraged.

During the tenth grade year a new program of exploration began for students with the implementation of an Experience Based Career Education (EBCE) program. This was offered as an alternative program along with the regular school curriculum. The EBCE program is the focus of this report, with students from eight high schools using materials specifically geared to each curriculum. The EBCE students were compared with "control" students, who remained in the traditional curriculum. The treatment[2] in the EBCE program includes Senior High Career Exploration through experience sites generating individual study plans for academic credit. The EBCE (Appalachian Educational Laboratory) concept/inquiry model of learning has a student select key concepts for study, investigate those concepts at work in the community, and draw conclusions about the concepts.

The three comprehensive goals of this project were to establish an Experience Based Career Education program that would:

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[2] Basic Procedures Manual, Student Career Guide, and Student Program Guide, Appalachia Educational Laboratory, Charleston, West Virginia, 1976.

1. more effectively integrate classroom learning and work experience by enabling students to develop and carry out individualized learning projects which permit them to apply academic knowledge and skills to solve actual problems in community settings, and for which they receive academic credit;

2. expand the role of employer/supervisor to that of guide and teacher, thus enabling the community participant to facilitate student learning in intellectual, social, and personal areas in addition to career exploration; and

3. provide students with in-depth exposure to a broader spectrum of careers and develop the self-knowledge and skills necessary to make informed and evaluated career decisions.

The State Fair Area Vocational and Technical School cluster skill training programs for occupational preparation and exploratory cluster work experience programs in professional occupations were available for eleventh and twelfth grade students along with the regular curriculum.

Many options were open to students upon completion of high school. State Fair provides adult and post-secondary cluster skill-training, post-secondary community college career preparation, four year college/university preparation and placement assistance, job placement services, adult community service programs, and other special programs. Attention has been directed at enhancing sex equity.

In following this model (see page 11) a continual line of career guidance was offered in each program to facilitate students in determining their career goals and preparing for entry into the world of work.

Through programs offered at SFAVTS and the implementation of the EBCE program, systematic linkages with all areas of business/industry, professions, and government thus were insured. The EBCE program was based upon a joint working relationship of parents, school, and community for the benefit of students.

Coordination of regular vocational offerings was inherent in the State Fair Community College Student Career Development Model as presented on page 11. Articulation from one step to the next was provided. Any students completing this model would have acquired an entry-level job skill.

For the EBCE program, the full-time professional staff included an Operations Director, four Learning Coordinators (LC), one Placement Specialist/Site Analyst and one LC - counselor.

Learning Coordinators helped each student develop activity sheets outlining the academic work to be completed in conjunction with placement on experience sites by each student for the semester. Experience sites and learning guides were developed and coordinated by the Placement Specialist/Site Analyst. Students experienced a total of 89 placements in 1977-78, 289 placements in 1978-79, and 780 placements in 1979-80.

C. RESULTS: ACCOMPLISHMENTS/EVALUATION

The implementation objectives of the program were of two kinds: program/process objectives and student outcome objectives. Program/process objectives describe operating conditions which should prevail at the end of the grant period. Student outcome objectives, behaviorally stated for ease and accuracy of evaluation, describe student learning which resultd from student participation in a fully operational EBCE program.

The evaluation plan was designed to determine, 1) the extent to which the objectives of the program have been accomplished and 2) the factors that have either enabled or precluded accomplishment of the objectives.

Program Objectives

1. The program will expand the involvement of employer and community organizations and individuals in the educational process by exposing students to a diverse range of careers represented and available for student exploration and increasing the students' academic scope and context of learning experiences available to them through community based experiential learning.

   Indicators

   a. The resource pool is a diverse number of community experience sites and personnel across career clusters.

   b. The resource pool represents careers at all levels, including technical and professional levels.

   c. The resource pool offers experientially based learning opportunities in major academic areas (English, math, social studies, and science), as well as career development opportunities.

2. The program will increase the availability and attractiveness of career exploration and career development opportunities for all students.

   Indicator

   a. The EBCE program has been especially designed to be an alternative for the full range of high school students from low to high ability students, over and under achievers, college prep to potential dropouts. The program appeals to the entire cross section of student abilities and interests, and also is representative of the social/sexual/economic distribution of Central Missouri's student population.

3. The program will promote the integration of academic, vocational, and general education.

Indicators

a. Students will earn course credits in academic subjects through completion of community/experience based projects for which they acquire academic as well as career knowledge and skills.

b. Students will increase their understanding of how academic knowledge and skills are applied in the career areas they are exploring.

4. The program will increase the relevance of the individual student's education to employemnt and functioning in society.

Indicators

a. Students' learning programs will be designed to help prepare them to make increasingly sound career decisions.

b. Students' programs will be designed to display the relevance of their current educational activities to their future plans, or clarification of their future plans.

5. The program will encourage development of attitudes, skills, and knowledge enabling students to cope with accelerating societal change.

Indicators

a. Using the AEL-EBCE Inquiry Model of critical thinking, student projects will focus on developing skills of problem-solving; acquiring, using, and communicating information; working effectively with others; and acquiring and using subject matter knowledge and skills in solving practical problems.

b. Students will explore a range of work situations within and across career clusters.

6. The program will seek to promote a positive attitudinal climate in the school and the community toward experience-based learning as a legitimate educational activity.

Indicators

a. An increase in the number of participating employer/community attitudes towards the program.

b. Increased student enrollment will indicate positive students' attitude toward the program.

c. Increased faculty (teachers and counselors) referral of students to the EBCE program will be indicative of faculty support of the program.

Student Outcome Behavioral Objectives

1. Academic Skills

   EBCE students will maintain an acceptable level of performance in academic skills.

   Indicators: Academic tests and grade point average

2. Student Work Habits

   EBCE students' work habits will be positively rated on sites, attendance and punctuality will be better than control students.

   Indicators: Resource Persons' comments, comparison of attendance records

3. Attitudes

   EBCE will increase positive attitudes toward work, planfulness, learning environment, self, and community.

   Indicators: Career tests and attitude scales

4. Career Objectives

   EBCE students will increase career decision-making skills and nontraditional exploration.

   Indicators: Career tests

5. Career Development

   EBCE students will increase knowledge of and commitment to career development activities.

   Indicators: Career tests

6. Breadth of Career Options

   EBCE students' career skills will increase, which will permit more employment opportunities.

   Indicators: Career tests, survey comments, activity sheets completed

Student Demographic Data

The data in the Third Party Evaluation Reports indicate the students represented the age, ability, occupational choice preferences, and socioeconomic status adequately in comparison with the total population but a disproportionate number of boys participated the first two years. The third year more girls than boys participated.

Results/Accomplishments

1. Generally the program objectives were adequately met.

2. The student outcome objectives were fully met in 33% of the objectives, partially met in 50% of the objectives, and not met in 17% of the objectives: students' academic skills were, in part, maintained; work habits were positive; attitudes, career commitment skills, and breadth of options partially increased; and, only career objectives on standardized tests showed no increase (grade 10). For grade 11, academic and work habit goals were met.

In conjunction with the attainment of all program objectives, the EBCE project has been implemented as a needed alternative program.

D. RECOMMENDATIONS (by Third-Party Evaluator)

Since this was the final year of the project, some suggestions for further research into EBCE as a needed alternative program are offered below:

1. A followup of both control and EBCE students five and ten years following grade 10 participation using interviews or openended responses would help answer questions on "expanded choices", "planfulness", "satisfaction with education and training", and "better self-work awareness."

2. Better measures - and more practical - of student work habits should be sought than absences and RP ratings. Too much "noise" spoils the fidelity of the former and too much courtesy, the latter.

3. Replication of the results in a similar three county rural area that had several years of career education infusion is desirable.

FINAL REPORT
Of The
STATE FAIR COMMUNITY COLLEGE
EXPERIENCE BASED CAREER EDUCATION PROJECT
Sedalia, Missouri

A. ACCOMPLISHMENTS

A basic purpose of American education is the preparation of people for a career. Career Education is the development of attitudes and appreciations toward workers and the benefits each worker receives and gives as a contributing member of society. Career Education can be a focal point for developing an educational awareness of the use of skills and knowledge taught in the schools and used by adults in the working world. Career Education is concerned with the total development of a student. This means providing experiences for students to conceptualize the career development concepts which should be introduced to pre-schoolers and developed through high school.[3]

Decisions made in the process of career development are based largely on available information about the world of work. The adequacy of a career decision may thus be assumed to be a direct relationship to the accessibility and quality of available facilities for vocational exploration since persistent changes in technology and society are rapidly modifying career opportunities. Career planning is becoming an increasingly complex process for students contemplating entry into the working world.

The factors which interact with choice-making and which need to be developed include personal capacities, interests, and values; the availability and the requirements of training; opportunities available in the occupational structure; and, the self-concept as it is cast against such relationships as self in institution, self and environment, and self in process.[4]

"Perhaps the most pressing problem facing education today is the widening gap between school and life. While thousands of students are sticking it out in high school, others are leaving--not because they can't handle the work, but because they can't find good reasons to stay."[5]

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[3]Kenneth B. Hoyt, etal., Career Education: What It Is and How To Do It, (Salt Lake City: Olympus Publishing Co., 1972).

[4]Edwin Herr, "Unifying an Entire System of Education Around Career Development Education," University of Pennsylvania.

[5]Quotation from "The Community is the Teahcer," National Institution of Education/Department of Health, Education, and Welfare, 1975.

Moving from the traditional classroom to the community when the need arises is essential for not only these but all students. Education cannot be accomplished within the walls of the established schools or solely in a work place. The real world of work outside the formal educational system must become part of the total educational design.[6]

The junior high or middle years of student life are recognized as a period of development in which career exploration is of primary importance. More in-depth exploration and beginning of the development of some skill competencies in selected careers and career areas is the focus of this component, for it is at this point that many students begin to tire of formal education, or at least to "vote with their feet" and drop out.[7]

Indeed, it is clear that career education will not become a working philosophy in the classrooms of our schools and colleges without the active support of the business, industrial, and labor communities. These indispensable forces are needed to provide work experience opportunities for students. Additionally, any direct involvement with the business-industry-labor community helps students make an easier transition from school to work. To accomplish this, it is necessary that a high level of cooperative arrangement be established beyond present spotty and incidental procedures.

A primary goal of education in a democratic society is the maximum development of individual potential. Among the many ways in which public schools are pursuing that goal are programs of career education which provide opportunities for young people's increased self awareness of themselves and their potential, by exploring ways of integrating themselves into the world of work and in the process also obtaining the necessary vocational training for achieving tentative career goals.

Decisions in the process of career exploration, development and selection are among the most important youth must make and can only be as adequate as the information about self and the occupational world on which they are based. Yet, society frequently imposes choice points in the lives of youth without providing adequate information about such choices, allowing opportunities for exploration and subsequent human awareness/development and then providing means for obtaining the necessary skills for entry into their area of vocational choice.[8]

It is the types of problems described above which are addressed by programs of experiential learning where students move from the traditional classroom into the community.

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[6]Marland, Sidney P., Career Education--A Proposal for Reform, McGraw-Hill Publishing Co., 1974, page 242.

[7]Ibid, Marland, page 149.

[8]Bottoms, Gene, The Mission of Career Guidance--Definition of Leadership," American Vocational Journal, 1975, page 51.

In the Central Missouri area, a curricular approach to the infusing of career education, K-14 has been developed to bridge the gap between education and work as it currently exists. While the K-14 cluster concept model is displayed in this paper (Table 1), this project addressed itself to only one component of the total system--the EBCE cluster exploration program as delivered in a student's tenth and eleventh grade year.

The basic premise underlying this project was that fusing classroom cluster exploration with experience based career exploration and learning at the tenth and eleventh grade level was a promising and feasible way of extending EBCE into the mainstream of American education. The incorporation of the EBCE program into the curriculum of the Central Missouri area was designed to increase the capacity of its school systems to meet the diverse needs of a cross-section of students by their direct participation and involvement in the rich pool of learning potential offered by the local communities.

Assessment of Program/Process Objectives

Method

Program/process objectives have been stated for EBCE in the proposal (State Fair Community College, 1976), Section 2 (p. 34). Each of these objectives is more precisely defined by one or more indicators that follow relating the objective to program parameters. Overall, the data was collected on:

> the number and demographic characteristics of students enrolled; the type of projects completed by students and credit earned; perceptions of the EBCE program by resource persons, faculty, and students; and the number and types of resources developed.

There are six major objectives for the EBCE program. The success of each of the schools in attaining each of these objectives was measured by comparing its EBCE program status each year with the spring 1977 status.

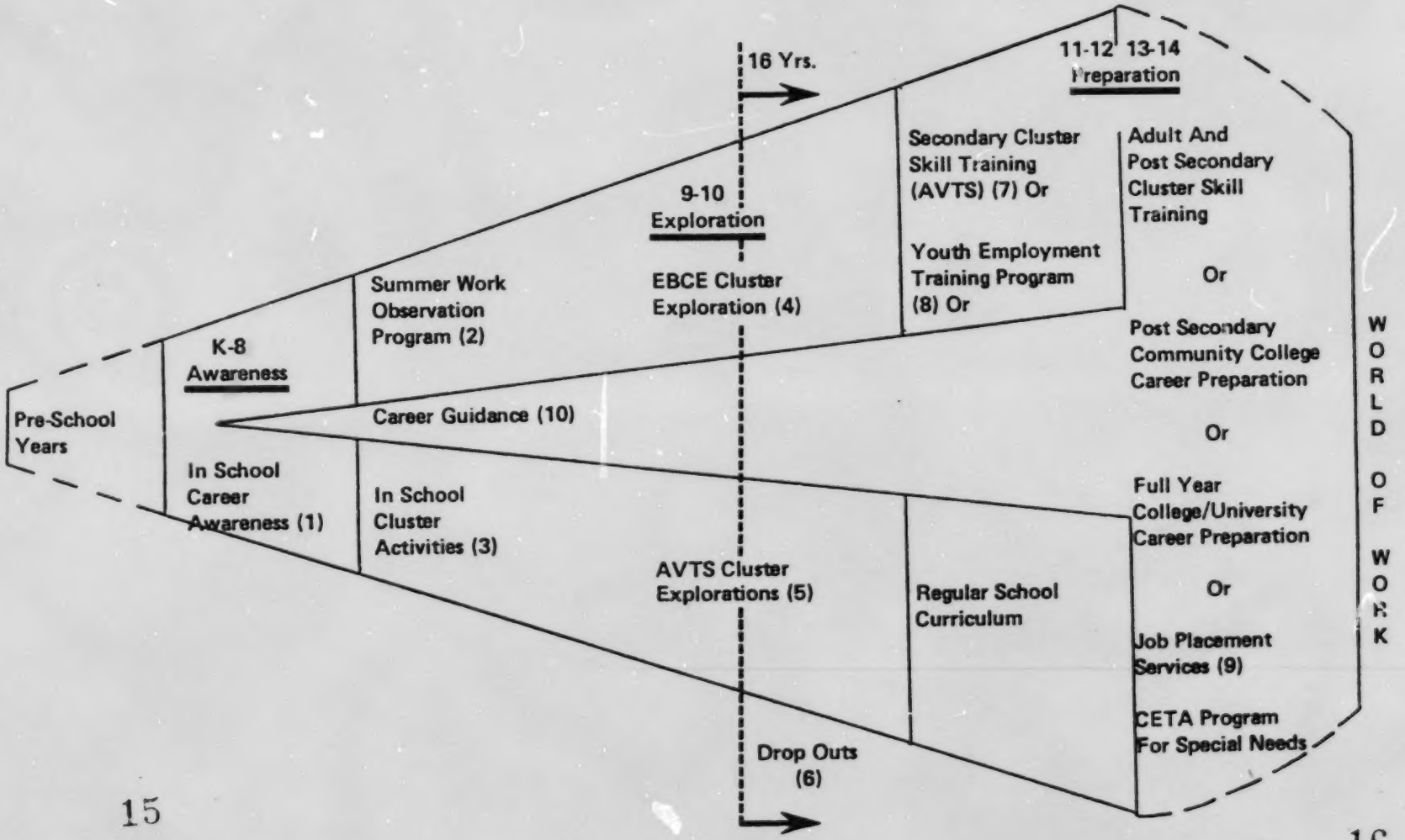
Each objective is presented here, followed by the criteria for measurement and the procedure for information, results, and conclusions.

PROGRAM OBJECTIVE 1

The program will expand the involvement of employer and community organizations and individuals in the educational process by increasing the diversity of careers represented and available for student exploration and by increasing the academic scope and content of learning experiences available to students in community settings.

Criterion A. There are at least five resources developed in each of the Dictionary of Occupational Titles (3rd ed) 114 worker trait groups (WTG) and at least 15 resources in each of the 15 USOE clusters.

TABLE 1 CLUSTER MODEL



Instrumentation and Resources. "List of Experience Sites as of 1/17/78," Business File (list of experience sites 1/30/79), Business File (5/2/80), Dictionary of Occupational Titles (3rd ed), USOE Clusters, U.S. Department of Labor Area Trends (employment patterns).

Results. The criterion of providing five resources in each of the 114 WTG was not reached, although the number of sites increased from 71 in 1978 to 170 in 1979 and 232 in 1980. The numbers translate, respectively, into 37 (32%) WTG, 53 (46%) WTG, and 56 (49%) of the possible WTG being available for placement. The number of resources available ranged as follows:

- in 1978, from one to six resources, with 21 (57%) of the 37 WTG having one site, and a median of one site for all represented WTG.

- in 1979, from one to 14 resources, with 25 (47%) of the 53 WTG represented by one site, and a median of two sites for the represented WTG.

- in 1980, from one to 19 experience sites, with 20 (36%) of the 56 WTG represented by one site and a median of two sites for the WTG represented.

These sites that were developed were found in one or several divisions within 33 establishments in 1978, 85 in 1979, and 118 in 1980 (20 were not analyzed).

The data in the Final Third Party Evaluation indicate that 10 of the USOE clusters were represented by developed sites in 1978, 11 in 1979, and 11 in 1980. Thus, two-thirds or more of the USOE clusters were related to sites available for placement. The median of sites in each year within the used USOE clusters were 45, 12, and 14, respectively.

Conclusion. While there were a substantial number of sites developed (from 71 in 1978 to 232 in 1980), the criterion of having all 114 WTG represented was half-way achieved by the final program year. In a similar fashion, slightly more than two-thirds of the USOE clusters were represented, a pattern typical of the first year clusters. The number of resources within sites did not reach the criterion of five--a median of two was observed. The three parts of the criterion were not reached but a wide range existed.

Criterion B. At least 30% of the resource pool are in either professional or technical fields.

Instrumentations and resources. The WTG in the Dictionary of Occupational Titles (3rd ed) Volume II were examined for occupational categories that jobs within the WTG were classified by: the lists of experience sites were classified by WTG in 1978, 1979, and 1980 and the Missouri Area Labor Trends November 1977 and Top 30 in employment in Region 13 were compared.

Results. The data in Table 3 indicate the distribution percentages

of the Top 30 occupational categories and of the possible sites available in each category for the three years. In each year the criterion was reached: 35% in 1978, 68% in 1979, and 60% in 1980 of the sites might be classified in professional, managerial and technical trades.

Conclusion. The number of experience sites in professional, managerial, and technical fields: mathematics, science, English, and social studies.

Instrumentation. Appalachian Educational Laboratory (AEL) Student Program Guide: matrix of experience sites subject matter by worker trait group.

Results. Data are not shown. The guides developed for each site, however, offer the possibility for utilization of nearly every subject matter discipline on each site. The only constraints may be found in more narrow subjects such as algebra where general mathematics could be used, but algebra can not.

Conclusion. The criterion of at least 20 resources in the four subject matter areas was reached.

PROGRAM OBJECTIVE 2

The enrollment of students in EBCE will be representative of the total population (on demographic variables such as age in grade/sex/ locale distributions of the total student population and abilities and interests).

Instrumentation and Resources. The distribution of data from the Student Information Questionnaire including: Plans; mothers' and fathers' educational level and occupation, and participation in Summer Work Observation Program; pretest comparison of the distribution and means on Tests of Academic Progress for subtests Composition, Reading, and Mathematics; pretest comparison of the distribution and means on the Career Development Inventory Preferred Occupational Group and, strength of that preference.

Results. All 1978 10th grade students who were present (N=162) completed most of the pretest assessment. The data for the 11th grade students are available only for the EBCE and the nonequivalent control group students.

Participation by sex is shown in Table 2. The EBCE and control students have different distributions in comparison with each other and with the population in Grade 10 but are similar to controls on the basis of sex in Grade 11 groups.

PROGRAM OBJECTIVE 3

The program will promote the integration of academic, vocational, and general education.

Table 2

Distribution of Students by Sex

Sex	Total N	Total %	EBCE N	EBCE %	Control N	Control %
Grade 10						
M	82	51	15	37	13	34
F	80	49	26	63	25	66
Grade 11						
M			4	40	5	40
F			6	60	8	60

Criterion A. At least 95% of the EBCE students will have earned at least one academic credit through EBCE projects, under specific agreements with local educational agencies.

Instrumentation and Resources. Compilation of credits, based upon .5 credit possible for the semester in language arts, math, science, social studies, or career development.

Grade 10

The EBCE and control 10th grade students were compared with the remainder of the population on the Tests of Academic Progress and the Career Development Inventory. EBCE and control distributions were compared and were similar. The group, sex, and group by sex means were generally non-significant.

The results of the chi square comparison of Preferred Occupational Groups for EBCE and Control with the remainder of the population has distributions that are difficult to interpret because of the large number of categories and few numbers; but appear generally similar.

Strength of preference for the Preferred Occupational Group was compared for EBCE and Control (low means indicate higher strength of preference). The mean difference was significant, as shown in Table 8 (Final Third Party Evaluation) with EBCE students having stronger preferences.

The data for parents' level of education and parents' level of occupation were compared between EBCE and control, as shown in Tables of the Final Third Party Evaluation. No differences were observed.

Plans for after high school were compared between EBCE and control students. The data indicate no differences.

The EBCE and control students therefore appear to represent the general population and to be similar to each other.

Grade 11

The only difference observed for grade 11 students was in CDI II, where the wide variability both prevented use of the t test and yielded significant difference on the Mann-Whitney U. Otherwise the students were similar to control students on academic and career tests, rating scales, and demographic variables.

Results. More than 95% of the 10th and 11th grade students completed at least one academic unit with the range from 0 to 3.

Conclusions. The criterion was successfully met.

Criterion B. At least 95% of the EBCE students will have completed at least one site exploration.

Instrumentation and Resources: Activity Sheets (AS).

Results. The number of site explorations (see Table in Final Third Party Evaluation) met the criterion. During the first semester (ending January 15, 1980), 408 placements, an average of 8.16 per student, had been made. This is an increase of 2.16 over the average 6 site explorations made in the spring semester, 1979.

Conclusions. The criterion was successfully met.

PROGRAM OBJECTIVE 4

The program will increase the relevance of education to employment and functioning in society.

Criterion A and B. At least 60% of EBCE students in the program perceive EBCE as helping to prepare them to make informed career decisions. At least 60% of the EBCE students perceive the program as increasing the relevance of their educational program to future plans.

Instrumentation. Questions on Student Information Questionnaire ratings and plans, CDI Preferred Occupational Group and strength of preference.

Results. Grade 10 students, following completion of EBCE for the year replied to the question of usefulness of EBCE for their own plans. About 65% of the EBCE students, compared with 58% of the controls, rated the question at a "6" or "7": this met the criterion even though there was little difference between EBCE and control students' post-test responses.

Following participation in EBCE during fall semester, grade 11 students' replies to "How useful for your own plans do you believe that experiencing a career in its own setting has been" ("would be" for control students) were analyzed by t test. A t of -1.15 (NS) was obtained for EBCE mean (X) = 6.0, and standard deviation (SD) = 1.1, number (N) = 8 compared with controls' X = 5.3, SD = 1.7, and N = 11. Thus while the EBCE mean was higher it was not significantly so. About 75% of the EBCE students compared with 54% of the controls rated the question at a "6" or "7".

The shifts in Preferred Occupational Group were far greater for EBCE students than for controls. Strength of that preference was not significantly different following EBCE for participants vs. controls while a significant difference (with EBCE higher) had been observed pre-project.

Criterion B. At least 60% of the EBCE students perceive their EBCE program as increasing the relevance of their educational program to their future plans (or clarifying these plans).

Results. Results cited for post-test in Criterion A and students "next step plans" indicate EBCE students made specific plans.

The Grade 10 students indicated that they would finish high school, consult with the counselor, make plans to take courses at the vo-tech

school or community college, and others related specific courses, such as clerical or industrial arts that would be important to the career cluster chosen: typing, marketing, and so on. Additional selections were seated in apprenticeship, service, or travel and work part-time options, with six students indicating no knowledge of future next step plans. Others indicated that options such as welding and law were very specific career directions.

Grade 11 students replied to the openended question on the SIQ (post test form) "What is the 'next step' you will take in your career training with:

"National Guard, to prepare for the Army."

"Take courses in my senior year to prepare for my college major."

"Take the necessary classes needed for the career I want."

"Talk to counselors about college courses."

"Finish school."

"Go back and start doing what I'm going to do at home."

"Go to work for a business full time."

"Finish high school, work for railroad or try to get in acting school."

"Wait til I finish training."

The control group replies were not qualitatively different:

-three were going to enroll at the community college specifically (one in electronics)

-one was going to business school

PROGRAM OBJECTIVE 5

The program will encourage development of attitudes, skills, and knowledge enabling students to cope with accelerating societal change.

Criterion A. At least 70% of students' projects show activities related to 1) developing skills of problem-solving; 2) acquiring, using, and communicating information; 3) working effectively with others; or 4) acquiring and using subject matter knowledge and skills in solving practical problems.

Instrumentation. The students' Activity Sheets (AS)

Results. The data and an informal reading of the students' Activity Sheets indicated that the critical thinking skills (Inquiry) and the quality of assignments completed (Product) had median ratings of "3" for grade 10 and grade 11 students.

Criterion B. At least 80% of the students completed more than one exploration in a career cluster or in more than one career cluster.

Instrumentation. Activity Sheets

Results. All students completed more than one exploration in at least one career cluster and also explored more than one of the eleven clusters. The range of Activity Sheets completed in grade 10 was 55 to 120, with a median of 72.

Criterion C. At least 80% of post high plans relate to further training.

Instrumentation. Student Information Questionnaire (post test form).

Results. The data show that more EBCE students shift to include work full-time in their plans following high school than control students do, although this may also be accompanied by plans for training, too (no cross tabulation shown).

Conclusions. Criteria A and B were met and Criterion C was not. Therefore, attitudes, skills, and knowledge may be considered adequately developed.

PROGRAM OBJECTIVE 6

The program will foster positive attitudes in the community and school toward experience-based learning as a legitimate educational activity.

Criterion A. At least 80% of participating resources express support for EBCE as a needed alternative program, commit to continued participation, and would recommend participation to friends or co-workers.

Instrumentation. Mail Survey (ratings Yes=7 to No=1)

Results. There were 63 replies out of 162 surveys sent to resource persons. The data show those responding strongly support the project and would recommend it to friends. The comments furnished to openended questions reflect subjective, qualitative evaluations and may be generally construed as favorable.

Criterion B. At least 75% of the EBCE students support EBCE as a needed alternative program.

Instrumentation. Student Information Questionnaire

Results. The data for Grade 10 in recommending the EBCE program to friends indicate that about 57% of the EBCE students rated this question at a "6" or "7", while 37% of the controls did. Adjusted means for the EBCE and Control groups showed a nonsignificant difference with pre-ratings co-varied (F = 000, EBCE $\bar{X}$ = 000, Control $\bar{X}$ = 000). Thus, while, the criterion was not met, the Grade 10 students substantially rated

higher the possibility of recommendations than controls did.

Grade 11 students' ratings of the question "Would you recommend an experience-based career education program to friends" were analyzed by comparison with ratings from control groups. The results yielded a significant difference with EBCE more favorable following the program than controls were EBCE $\bar{X}$ = 5.75, SD = .88, N = 8 while controls $\bar{X}$ = 4.45, SD 1.75, N = 11. Seventy-five percent of the EBCE students and 36% of the controls rated recommending at a "6" or a "7".

Criterion C. At least 50% of non-participating faculty support EBCE as a needed alternative program and would recommend the program.

Instrumentation. Mail Survey

Results. The means and standard deviations from 40% of the 15 randomly selected teachers who responded to the survey show neutral support for EBCE as a needed alternative program and for recommending it. The comments in Tables 20 and 21 of the Third Party Evaluation also show this neutral support in a qualitative, subjective way.

Criterion D. At least 60% of the EBCE students' parents support the program as a needed alternative.

Instrumentation. Mail Survey

Results. About 38% of the parents of the 48 Grade 10-11 students were represented in the responses. The data in Table 19 and comments in Tables 20 and 21 of the Third Party Evaluation show very strong support. However, not enough replies were received to meet the criterion.

Conclusions. The objective was met in that strong support was found in Resource People, parents and students and neutral support from teachers.

STUDENT DEMOGRAPHIC DATA

The Collection Schedule indicated the baseline data collected at project's beginning and beginning of each project year to describe EBCE and control students. These data were essentially used to describe the student population in Program Objective 2. No differences other than sex and strength of preference for preferred occupational group were noted in career, academic, attitude, age and sex while parents' education and occupations were no different than controls', either.

The data thus support EBCE students as similar to control students in both the Grade 10 and 11 groups.

STUDENT OUTCOME OBJECTIVES

Summary tables of the post test comparisons of EBCE and control students are provided in Tables 22 and 23 of the Third Party Evaluation while Table 24 provides in tabular form a comparison of outcome objectives over the 3 years of the project.

1. ACADEMIC SKILLS OBJECTIVES: EBCE students will maintain an acceptable level of performance in basic academic skills.

Instrumentation. EBCE and control students completed the Tests of Achievement Progress (Form S) before the project began and the Test of Achievement and Proficiency (Form T) at project conclusion.

Results. Grade 10 students showed no significant differences on TAP Composition, Reading, and Mathematics between EBCE and control groups.

Grade 11 students' TAP scores yielded no differences between EBCE and control groups, indicating that skills were achieved at the same level. The standard scores EBCE mean compared with national middle-of-the-year norms places the average Reading score at the 52nd percentile rank and about the 47th on Mathematics.

Conclusions. The objective was met for Grade 10 and 11 students.

2. STUDENT WORK HABITS OBJECTIVE: EBCE students' work habits will be positively rated on sites, and attendance will be better than control students, and their own baseline rate.

Instrumentation. Comments from Resource Persons, Attendance records

Results. The comments from resource persons indicate that students with dedication and commitment to the project perform fine and attendance (as well as task attention) are different from those whose attitudes are not involved.

Conclusions. Data on attendance was not available and no conclusion can be reached, although partial indications of appropriate work habits from some students were found in comments.

3. ATTITUDES OBJECTIVE: EBCE students will increase positive attitudes toward work, planfulness, learning environment, self, and community over those of control students.

Instrumentation. Career Development Inventory I. Extent of Planning Semantic Differential School, Community, Myself, Spending my life in my hometown community; Student Information Questionnaire "plans"

Results. EBCE girls and control boys in the Grade 10 groups showed significantly higher scores on attitudes toward Extent of Planning than the other students. No differences were found in attitudes toward school, community or staying in the hometown community, with pre-scores co-varied. As students indicated their plans, some shifts were shown as a greater percentage shifted into training and out of "other" (usually "travel"), along with other minor shifts.

Grade 11 students' plans showed about the same rate of shift (slightly over half changed) from the pre-test as controls did, although cell sizes were too small to test. No significant differences were found in attitudes toward planfulness, school, community or staying in hometown community, compared with controls.

Conclusions. Plans revealed a preference for further training in Grade 10 students while attitudes in EBCE girls were much higher than other sex group scores. The objective was partially met.

The objective was not met for Grade 11 students.

4. CAREER OBJECTIVES GOAL: EBCE students will increase career decision-making skills and nontraditional exploration over those of control.

Instrumentation. Choices of Preferred Occupational Group from CDI answer sheet; CDI III. Decision-making; V. World of work information, and VI. Knowledge of Preferred Occupational Group

Results. Grade 10 EBCE students' data of shifts in Preferred Occupational Groups show greatest differences in moves from Clerical and Sports/Entertainment choices and more to Education/Human Welfare. On the CDI tests, two of the three tests (World of Work Information and Knowledge of preferred group) were significantly higher for EBCE students (see Tables 22 and 28 in the Third Party Evaluation)

Grade 11 students showed about the same shift (see Table 17 in Third Party Evaluation) as seven changed in EBCE group and 6 in control in Preferred Occupational Groups. No differences were observed for CDI tests.

Conclusions. The shifts in Preferred Occupational Groups for EBCE students were perhaps due to the preponderance of female enrollees--the move to choices of more prestigious jobs in Education/Human Welfare from Clerical and Sports/Entertainment is not unusual as females strive to expand their aspirations. The objective was achieved for Grade 10 students as shown by results of two of the three CDI tests of career knowledge.

The objective was not achieved for Grade 11 students.

5. CAREER DEVELOPMENT OBJECTIVE: EBCE students will increase knowledge of and commitment to career development activities.

Instrumentation. Career Development Inventory II. Knowledge and Use of Resources and IV. Career Information; survey questions of "next step"; future plans from Student Information Questionnaire; strength of preference for preferred occupational group from CDI answer sheet

Results. EBCE students in Grade 10 showed changes in plans to more training after EBCE while strength of preference for Preferred Occupational Group (see Table 8 of Third Party Evaluation) decreased from pre to post. Grade 10 students plans as mentioned above shifted to more specific training. Attitudes toward use of resources showed differences with EBCE girls' means highest while career information knowledge yielded no significant differences with controls (see Tables 22 and 28 of Third Party Evaluation).

Grade 11 students' plans (see Table 16 of Third Party Evaluation) showed some differences but strength of Preferred Occupational Group (see Table 13 of Third Party Evaluation) was nonsignificant. However,

Grade 11 students in EBCE did show significantly greater attitude toward use of resources following a semester of EBCE than controls' did.

Conclusions. Grade 10 and 11 students partly achieved this objective.

6. BREADTH OF CAREER OPTIONS OBJECTIVE: EBCE students will increase career skills, which will permit more employment opportunities, more than control students will.

Instrumentation. Career Development Inventory (all parts: six subtests): number of Activity Sheets completed; future plans from the SIQ.

Results. Students in Grade 10 completed a substantial number of activities relating school lessons and sites. Significant differences on career and attitude measures were found, and some evidence of non-traditional moves was found particularly for the girls.

Grade 11 students maintained growth in career objectives at about the same rate as controls did, except in the area of showing stronger attitudes toward knowledge of resources.

Conclusions. The objective was achieved for Grade 10 students and not achieved for Grade 11 students.

PROGRAM OBJECTIVES AND STUDENT OUTCOMES: DISCUSSION

The program objectives attempt to project the necessary conditions for student outcomes to be significant.

The first program objective was two-thirds met. The number of experience sites developed that involved employers in the community in providing exploratory activities for students representing half of the 114 worker trait groups, 2/3 of the USOE clusters, and all four of the major academic disciplines. These sites included a possible 60% described by professional, managerial and technical trades and a median of 2 sites for the 56 WTG available in 1980.

In practice, somewhat fewer of the professional, managerial and technical sites and other offices that close at the noon hour were feasible placement sites during the 1979-80 year. EBCE students in the first two years were enrolled for full-time the second semester. During the third year, the students were enrolled half-time all year for grade 10 students and for fall semester (half-time) for grade 11 students. Since the 1979-80 students depended upon the transportation that AVTS enrolled students used, about two-thirds of the students were in EBCE from 11:50 until 2:20. This time restriction upon possible placements had an unknown effect upon student outcomes.

Another constraint may be noted regarding the second program objective. No substantial differences were found between the control students and remainder of the population tested in fall, 1978, and the EBCE students in the same grade in 1979. The only demographic difference was

that of sex, with more girls enrolling in EBCE (controls had more boys, the population was essentially half and half). All students, however, were from schools that have been more or less attending to career development in cooperation with State Fair Community College for several years. Therefore, the existence of no substantial differences in the groups is important but makes generalizability of program objectives restricted to similar groups.

The third program objective, while describing credits received in an objective fashion, does not capture the rich diversity involved in promoting, the integration of academic, vocational, and general education. For example, one student was placed in a law enforcement site and in hospital social services, both of which provided an opportunity to coordinate academic work in Street Law with the placements. Another student on site of a disc jockey applied grammar (written and spoken) to the workworld. In career planning, students engage in values clarification, including "Who Am I" aptitude and interest value, learn to write resumes and present themselves in interviews, find out how to explore, relate to self, and make choices in the workworld.

For the second semester, academic emphases included: newspaper reading skills in current events; the day-to-day life of the confederate soldier in Civil War history; special science topics of astronomy, meteorology, geology, and oceanography; and research papers in English to develop library skills.

The fourth program objective results were interesting in that increasing relevance of education to society and employment might be considered to be reached merely because students volunteer to enroll in this very different alternative program: doing something new is risky and requires courage. Obviously the students were seeking answers to the factors creating dissatisfaction or curiosity about education and the adult world. However, specific, rigid answers do not exist, rather young adults must synthesize and evaluate information about themselves and their roles, make decisions and take action. The shifts in occupational groups being chosen seem to reflect new information and new relationships between self and work while high ratings of the project seem to indicate EBCE students did have their reasons for participation met. An easing of the strength of preference by EBCE students is commendable as "choices" are preferable to "choice". (A pronounced swing toward firmer ratings by control students actually contributed the most to the nonsignificant post-project finding, however.) The students' comments bear out the increased confidence in their adult roles, as do their plans and the observations from Resource Persons and parents revealed through the sixth program objective.

The development of attitudes, skills, and knowledge necessary to cope with accelerating societal change (Program Objective 5) were achieved through the numbers of planned academic activities utilizing the AEL Student Program Planning Guide and the inquiry methods at increasing levels of cognitive complexity in assorted placement sites. Thus does Experience Based Career Education furnish the basis for more competent transition from the "front end loaded" years of public school education to the establishment of adult lifestyle.

The criteria for all the program objectives were generally met and furnish some descriptive indices to precisely what occurred that might affect student outcomes. For example the outcomes cited from the work by Joyce Cook on page 10 such as acquiring basic academic skills while enrolled in EBCE that are equal to those acquired in traditional academic programs were tested by using standardized achievement tests of reading, mathematics, and composition. The EBCE students had just completed an entirely new procedure that related their lessons to their "experiencing" the adult world, exploring occupations, and establishing some grasp of the boundaries of their own competencies and interests. That is, in addition to the typical academic growth achieved during this span of time, EBCE students obtained the goal in the context of different and more comprehensive goals. Cook's second, third, fifth, and seventh objectives that were related to attitudes spoke to the expectations that participants in the EBCE program would reflect less disenchantment with education, its relevance and its pay-off. Thus work habits and attitudes toward work, as well as more information about oneself, would be expected to become more positive as relevance of one's training (education) in the adult world is established clearly. Some of the fear of the unknown also appeared reduced as students increased willingness to plan and deal with career development activities and at the same reduced feelings of alienation toward their surroundings.

The willingness to develop career skills may have been the motivation force for enrolling in EBCE as well might the desire to escape the traditional environment. Nonetheless, the actual experience in increasing career skills was measured in multiple ways, to determine effects. As in previous years, some attitude changes (measured by the Career Development Inventory subscales I and II) and by the three Semantic Differential scales were found. Certain career skills were gauged by the degree to which decision-making skills (Cook's fourth outcome), try-out of nontraditional areas (Cook's eighth), levels of self knowledge (Cook's ninth and tenth), and world of work knowledge (Cook's eleventh outcome) would increase. The objective career tests show few indications these skills increased. In spite of a special AEL program for enhancing exploration in nontraditional areas, the enhancement seems to be revealed only for girls (a finding consistent with that of other studies). Yet as future plans are assessed, there is more sense of direction and of understanding what "future plans", "training", and "next step in career development" mean--as opposed to giving socially desirable, pat answers. This trend is by no means significant but may be fruitful in future research, especially in the background where students may be parroting terminology but <u>behavior</u> shows change.

Cook's other objectives are less useful: students take no direct vocational training (objectives 12 and 13) and thus the actual progress from training to job was beyond this project. For the EBCE program to be the cause of students having a wider range and more employment opportunities in a larger geographic area was not well defined in criterion terms prior to program inception. Therefore it remains for further research to determine if students in an area with limits to employment choose a wider range, if they do choose a wider range if it is related to more knowledge or more willingness to leave the community, if admitting nontraditional jobs into the range of choices is related, or merely

if students become better able to express reasons for satisfaction with an initial choice (objective 7) with no broadening of range indicated. As mentioned above, allowing more choices into one's planning would depress one's strength of preference for one occupation or one cluster of occupations. Further, deciding to work full-time (Program Objective 5) may be a realistic financial base that is a prelude to further training.

Overall, the broad attainment of program objectives permitted multiple variables describing student outcomes to be tested.

The number of significant results exceeds chance, although the possibility must be mentioned that some historical situation occurred in this year's grade 10 and 11 classes that accounted for significant differences over the previous years' control group. The likelihood of this constraint is reduced since the previous year's experimental EBCE group only had one semester rather than a full year but showed somewhat the same program effects and also the national norm groups' means provided similar comparisons and conclusions.

The EBCE program provided a worthwhile alternative to the regular program based upon objective and subjective findings.

Budget Analysis and Evaluation

This section of the report contains an analysis and evaluation of the budget and expenditure data for the Experienced Based Career Education (EBCE) Project for Fiscal Year 1980 (June 1, 1979-May 31, 1980). This was the third and final year of a three year project. The federal grant was for $159,567. An additional $16,551 in carry-over funds was available to the project from the budget for the previous fiscal year (FY 1979). The carry-over funds were confirmed after the annual audit and approved by the Grant Agency. The total budget for the EBCE Project was $176,118. In addition, $12,348.17 accrued to the project from the participating local education agencies (LEA) as their share of student transportation. The fiscal data relating to the EBCE budget are shown in Table 25.

Although the Grant Agency requires only seven line items for fiscal reporting purposes, the EBCE Project used 25 individual line items to budget and account for the funds. The budget does not reflect line item transfers nor end of year accounting procedures necessary to clear or balance the accounts.

First quarter expenditures totaled $32,448.56 or 17.21 percent of the budget. Expenditures for the second quarter were $41,387.83 or 21.96 percent of the budget. Third quarter expenditures were $68,348.61 or 36.27 percent. Total expenditure for the first three quarters represented 75.44 percent of the EBCE budget or $142,185. The balance remaining at the beginning of the fourth quarter was $46,281.17 or 24.56 percent of the total budget.

Any negative balance in a given line item was not so large that it

could not be absorbed by transferring funds or by shifting the expenditure levels. These transfers did not represent any shift in priorities or program emphasis.

The expenditure pattern suggests that the budget will be expended as planned. In addition to other major expenses, the close-out of vacation days for employees and the costs associated with the project evaluation and production of the final report will be important factors during the fourth quarter.

In general, a review of the budget and expenditure data indicates that the project disbursed its funds at a relatively even rate throughout the final year. All funds were accounted for through line items that reflected the needs of the project. Transfers were made among various line items, but they did not reflect any change in program emphasis. Tables 26 and 27 in the Third Party Evaluation contain budget and expenditure data for FY 1979 and FY 1978 respectively. It is noted that the budget and expenditure patterns show great consistency over the three year project.

B. MAJOR ACTIVITIES AND EVENTS

The major accomplishments of the State Fair Community College EBCE project focused on developing and implementing the EBCE program and can be summarized as follows. These activities were developmental in meeting the major goals of this project which were to provide programs with a more flexible structure that would:

-more effectively integrate classroom learning and work experience by enabling students to develop and carry out individualized learning projects which permit them to apply academic knowledge and skills to solve actual problems in community settings, and for which they receive academic credit;

-expand the role of employer/supervisor to that of guide and teacher, thus enabling the community participant to facilitate student learning in intellectual, social and personal areas in addition to career exploration; and

-provide students with in-depth exposure to a broader spectrum of careers and develop the self-knowledge and skills necessary to make informed and evaluated career decisions.

1. Students were recruited from one school the first year, eight schools the second year, and seven schools the third year. Enrollments were 12 in 1977-78, 52 in 1978-79, and 54 in 1979-80. Resumes' of enrollees are located in Appendix 1.

Sedalia Public Schools #200, the pilot school during the first year, determined at their regular school board meeting on July 11, 1978, to continue in the program. The recommendation from the administration requested that the second year the program be offered for the junior grade level. The school board's approval and congratulations on the past

year's activities carried that request. Because this did not change the program in any way except grade level of students, the recommendation was accepted by the EBCE program.

After the first orientation for all area superintendents, principals, and counselors on March 28, 1978, each of the eleven K-12 school districts served by the State Fair Community College district had an opportunity to complete a survey indicating whether they were interested in providing EBCE for local students. Eight of the eleven districts requested additional individual conferences. Presentations were given at school board meetings and for local personnel. Seven of the districts, which were new to the program, determined to join the EBCE project and provide this alternative for their sophomore students. These districts are: Sedalia #200, La Monte R IV, Green Ridge R VIII, Smithton R VI, and Sacred Heart (a parochial school) in Pettis County; Otterville R VI in Cooper County; Sweet Springs R VII in Saline County; and Cole Camp R I in Benton County.

2. A total of 295 credit hours were attempted by students with 268 credit hours awarded from the EBCE program through the local high schools. To facilitate the coordination of granting credit from EBCE classes, State Fair Community College representatives discussed the principles and program organization of this educational alternative with Mr. P.J. Newell, Jr., Assistant Commissioner, Division of Instruction, Department of Elementary and Secondary Education, Missouri. Mr. Newell determined that because this program is offered through State Fair Community College to the same high schools that are part of the Area Vocational Technical School, the initial approval would automatically extend to all those school districts served.

The proposal specifies there were minimum requirements that students had to meet in order to complete the EBCE program satisfactorily and be recommended for high school credit. The credit recommended by the teachers in the EBCE program for an individual student were in accordance with Standard III-16, as stated on page 11 of the Handbook for Classification and Accreditation of Public School Districts in Missouri. That standard provides that "one-half or one-fourth the time required for a full unit." Credit may be recommended in several or all of the five major areas of the program for 1/4, 1/2, 3/4, 1, 1 1/4, 1 1/2, 1 3/4, or 2 units each but the total credit granted for the semester may not exceed 3 units. Credit for these courses will be given by each school in the areas on English, math, social studies, science, and career education as determined by degree of activity completion of each student.

3. Individual course matrices were developed for each high school to insure that major content areas were being covered similarly by EBCE and the home school. The following courses were offered through EBCE classes. All students were required to take a career planning class.

EBCE Courses Offered

Algebra	English I
American Government	General Science
Biology	Geometry
Career Planning	Health

Courses Continued

Citizenship and Law	Honors English II
Colonial American History	Human Physiology
Consumer Math	Missouri History
Current Events	Modern American History
Earth Science	Pre-Algebra
English II	United States History since WW II
Environmental Studies	World Geography
Functional Math	World History

4. Recruitment was two fold in the EBCE program.

A slide/tape was developed and used for recruitment of students and explanation of the program during presentations in the community with area educators, parents, business and industry representatives, and local service organizations was developed. Slides of models used the first year were replaced each year with examples of last year's EBCE students. Group presentations were done each school year.

Student recruitment was a process by which the students were exposed to EBCE through the use of the student recruitment slide/tape presentation and an oral presentation using EBCE materials. After a question and answer period students were asked to complete an interest form if they wanted to find out more about EBCE. From this point the learning coordinators made individual contacts with the students to determine actual interest and complete the necessary enrollment forms. During this session school counselors were asked to review the student's previous course work and what requirements each student needed for future graduation. The intent was to make transition from the home school to EBCE and from EBCE back to the home school as smooth as possible in the best interest of the student.

5. The second year in an effort to increase enrollment and coordinate recruitment in the four-county region, promotional material for the project has been acquired. The materials were developed through a consortium effort of EBCE projects in Kansas, Iowa, and Missouri. Costs for development were shared among the projects and all were provided copies of a 60 second television commercial, four radio commercials--three 60 second and one 30 second spot, a mailer with information for students, parents, school board members, and instructional personnel, brochures explaining the EBCE concept, and a slide-tape presentation with an indepth explanation of the program for educators.

Brochures explaining EBCE were developed locally and distributed during individual visits, at group presentations, and to local schools' staff. Two separate brochures were developed. One was oriented towards students and parents; the second was developed for use by learning sites in the community. A Guide for Resource Persons was also developed to use with community sites. A list of all materials developed for distribution can be found in Appendix 2.

6. Meetings were held with local, state, and federal agencies that might contribute to program success. These included: U.S. Wage and Hour

Division, to insure compliance with federal guidelines; State Department of Elementary and Secondary Education, on meeting program certification requirement guidelines; Missouri Division of Employment Security, on help in developing learning sites within the community.

7. To clarify the policies of the EBCE program and how it related to the home schools a Policy Statement was developed. Items covered included suspension, dropping or changing a program, accidents and emergencies, grades, admission process, appearance and attire, leaving school during school hours, attendance, lunch, and privacy rights of students and parents. It was distributed to all EBCE students and parents during orientation week.

8. Student orientation periods were provided for students. They were special sections on resume writing, job safety, first aid, employee/employer role expectations, non-traditional site selection, values clarification, basic life-skills, interest inventories, and achievement measurement inventories.

9. As part of the State Fair Community College design to coordinate EBCE and the cluster concept, a review of all Worker Trait Group Codes was done and coded to the designated Fifteen USOE Clusters. Along with this all forms from Appalachia Educational Laboratory to be used with the EBCE program were revised to include areas to cross code between the Worker Trait Groups and Fifteen USOE Clusters.

10. A newsletter was used as part of the public relations activities. The purpose was to keep area school personnel in the three-county district, other EBCE programs, state career education directors, area business, industry and labor group representatives, and interested career education practioners informed of the activities at State Fair Community College as we implement EBCE. Approximately 3600 newsletters were distributed each month of the regular school year.

11. Insurance was purchased each year for all EBCE students before they entered the program. Insurance coverage was general liability and accident and health which were covered by Great Southwest Insurance Company and Travelers Insurance Company respectively. Each experience site received a certificate from the Louisiana Companies explaining the coverage when they became a program site.

12. To provide transportation for the EBCE students from each district, a number of strategies were employed. A contract was let with R.W. Harmon and Sons Transportation by the EBCE program and sub-contracts let with each school. Vans and a bus were used to transport students from their home school to the Sedalia area for experience sites and to attend in-house academic study classes at State Fair Community College.

13. The program design changed as it grew to accomodate more students each year with greater ease for the local school systems. The first and second years the program was held for all day second semester, the third year students attended for all year half a day, except for Sedalia juniors who attended on a semester basis. The students were enrolled

for the same session--morning or afternoon--that their home school attended the area vocational-technical school (AVTS). Students rode the same bus as the AVTS students from their schools to SFCC and were then delivered to sites in the community.

14. In keeping with the objective of establishing an advisory committee, and in order to facilitate communication with both persons outside of the educational structure and those within the local area educational agencies participating in the program, two advisory committees were selected instead of one. One committee was an operational advisory committee with members being the superintendents, principals, and counselors of the eight cooperating school districts. They advised the EBCE staff on curriculum, transportation services, student recruitment procedures and program linkage. The second committee was a program advisory committee with members selected to represent EBCE parents, EBCE students, community EBCE sites and general business/industry/labor representatives. Those members advised the EBCE staff on curriculum, coordinating student placment, recruitment of experience sites and program linkages.

15. To accommodate the increase in student enrollment, a number of procedures were carried out. Recruitment and analysis of additional sites for exploratory placements was a major thrust. Special emphasis was placed on making new contacts in local districts outside of Sedalia but the rural nature of the communities did not afford a diversity of options. A total 223 experience sites in 135 businesses were available for placements (see Appendix 3).

16. The project was organized under the Management by Objectives approach with programs of work being developed each year by each professional staff member. Each staff member had several areas of responsibilities but in general they included, planning, development, implementation, evaluation and public relations. Quarterly reviews were conducted each year and revisions and evaluation of the objectives under each area of responsibility were discussed at the quarterly meetings.

17. A regular part of each program year was special in-house days for all students. During these special activity days guest speakers presented information to the students on a variety of topics. These topics were selected by the students from interest areas and the staff from programmatic needs. Presentations included: personal hygiene and grooming, self-motivation, drug abuse, creative writing, sex-equity, local and state industrial development and job opportunities, utilization of Employment Security services, disaster/civil defence procedures, confidentiality on the job site, National Guard opportunities, and simple automobile mechanics.

18. In the spring of each year the career education department and EBCE students participated in SFCC's Annual Business and College Day. The purpose of Business and College Day is to give students an opportunity to find out more about employment opportunities and to interview for job openings with the companies who participate.

19. As part of our original design emphasis was to be placed on preparing ninth grade students for the tenth grade program by increasing

their regular classroom career education activities in the area of exploration and because the Career Resource Center provides the best resources for those activities, we have focused on trying to increase the usage of those materials and therefore classroom activities. To date this year's usage has increased again. A list of materials checked out during 1977-80, can be found in Appendix 4.

20. A special project begun in 1978 involved the classification of the materials located in the Career Resource Center as to their degree of sexual or racial bias. A new catalogue was prepared that notes these findings for easy reference before instructor or student checkout. The coding system that was developed by the EBCE staff has been used to label each book, kit, film, etc. for each shelf reference. The coding identification then is noted in the new catalogue and marked on each piece of material. It was hoped that by being aware of the biases that exist, instructors would be able to point out the inequities and promote awareness for students. To determine an overall summary of how the materials scored, a composite was made of the 494 items evaluated the first year. The largest group of materials (222) fell on the plus side (+ .1 to + .5) indicating a lesser degree of bias statements, visuals, and examples.

21. In an effort to increase the awareness of sex-bias practices and to provide strategies for the elimination of those practices, a Sex-Equity Workshop was sponsored by the EBCE project on October 24, 1979 for all State Fair Community College staff members. The goal of the workshop was to create an awareness of sex-bias practices and their relation to legal aspects of Title IX, classroom procedures, material usage, curriculum, and placement activities.

As an added effort, the project director completed a slide/tape presentation for the Division of Career and Adult Education, Department of Elementary and Secondary Education for the State of Missouri on elimination of sex-bias practices in vocational education to be used in awareness programs throughout the state.

22. Because of a noticeable need for materials in the Career Resources Center to be used by local teachers in the area of occupational information for special needs students, the project director assisted in the development of a proposal submitted to and funded by the Research Coordinating Unit of the Division of Career and Adult Education, Department of Elementary and Secondary Education for the State of Missouri to produce and distribute an activity guide for use by special needs teachers.

23. A new program, Choosing Occupations in Appalachia Living (COAL), was used with EBCE students. This project was created to help students become aware of their sex biases and to give them an opportunity to work on activities that give "experience" in dealing with sex biased situations. They were pre and post tested after completing at least five activities. This project was pilot tested in West Virginia where it was designed and field tested in four sites in the United States. The EBCE project was pleased with the activities and students' reaction to the program.

24. Each year a special program was hosted by the EBCE project staff and students as a Resource Persons' Appreciation activity. A banquet, potluck dinner, and reception were used. Guest attendance ranged from 90 to 140 persons.

Community resource persons, local administrators, EBCE parents and students, and prospective EBCE parents and students were invited. After a slide presentation showing students on site placements for the past year students received a portfolio from the project including letters from staff, evaluations from resource persons on the sites they had explored and their latest resume. Resumes for all students are located in Appendix 1.

25. The community college has been approached as a possible local education agency to provide a YETP service for area students. Starting June 1, 1979, State Fair Community College began a new YETP (Youth Employment and Training Program) for disadvantaged and handicapped, in-school youth in conjunction with the area schools. Because of the success of the EBCE program and the need for elements of this type to be a part of a total YETP program, the EBCE staff acted as consultants in the writing of this proposal, program development, implementation, and coordination.

26. In May of 1980, the State Fair Community College EBCE program ran a follow-up on those students who had participated in the program over three years. A survey was sent to 115 students; 85 or 74% of the surveys were returned. Data revealed that 38% were employed either full or part-time, 5% were in military service, 86% of the 14 students who had completed high school or a GED were enrolled at SFCC in a vocational-technical program in 1979-80. Future plans indicate 25% planned on a 4 year program, 18% planned on a 2 year program, 20% planned on a vocational program (1 year), 11% planned on a military service, 5% planned other educational pursuits and 18% had not planned on future education.

When asked if they felt the EBCE program had given them enough job/career information, 76% said yes. Results were very positive for the program.

C. PROBLEMS

As expected in this rural setting, transportation services were the most pressing problem. A plan was developed for the first year with limited problems. But transportation was a major concern of this system as the project added additional schools each year. Only through local school support did we have funds and vehicles to transport students.

Throughout the second semester of the first year when students were participating in EBCE, the need became apparent for a staff member with a background in counseling services. Special problems of students were both referred to the home high school counselors and counselors at State Fair Community College, but this always intailed a time delay. The situations were often further complicated by this time lapse. To eliminate this situation, a staff member was hired for the second and third year

that functioned as a learning coordinator and handled the role of counselor for the students.

Due to the third year revision in the program to facilitate using local transportation systems, afternoon students arrived for site exploration at approximately 12:00 noon. We had some sites elect not to participate in the afternoon because the site was at lunch from 12:00 to 1:00 p.m. and no one was available to work with the students. This was especially true of some of our professional sites. We worked on additional recruitment of afternoon sites to alleviate this problem.

D. PUBLICITY ACTIVITIES

Career Education Newsletter (Twenty-seven issues)

$479,000 grant to SFCC
Sedalia Democrat, Monday, April 4, 1977

State Fair Recieves $479,323 Federal Grant
MACJC NEWSLETTER, May, 1977

Career Education Staff to Attend K.C. Conference
Sedalia Democrat, Monday, July 11, 1977

Board Puts Final OK on Budget
Sedalia Democrat, Wednesday, July 13, 1977

School Board Approves Elementary School Redistricting Plan
Sedalia Democrat, Thursday, July 21, 1977

SFCC Puts Latest Grant to Use
Sedalia Democrat, Sunday, August 21, 1977

Program Explained
Sedalia Democrat, Wednesday, September 21, 1977

National Secretaries Association
Sedalia Democrat, Sunday, October 2, 1977

Lions hear Explanation of Program
Sedalia Democrat, Sunday, October 9, 1977

Program puts Emphasis on Careers
Sedalia Democrat, Tuesday, October 11, 1977

Teachers Examine Program
Sedalia Democrat, Wednesday, October 19, 1977

Career Education Program Expands
The Roadrunner Express, Tuesday, November 1, 1977

Students Score Well
Sedalia Democrat, Wednesday, November 9, 1977

Cosmopolitan Junior Women's Club
Sedalia Democrat, Wednesday, November 16, 1977

KSIS AM Radio Station, Sedalia, MO
Radio Program Presentation on EBCE
Friday, January 13, 1978

Electronic Opening
Sedalia Democrat, Sunday, February 19, 1978

Plant Opening Date Near
Sedalia Democrat, Tuesday, March 21, 1978

Optimists Hear Talk on Career Education
Sedalia Democrat, Wednesday, March 29, 1978

Students Preview the World of Work
Sedalia Democrat, Sunday, May 14, 1978

Presentation given at local Kiwanis Club, August 10, 1978
Kiwanians Hear Talk on Program
Sedalia Democrat, Friday, August 11, 1978

Financial Grants Help Keep College Moving
Sedalia Democrat, Sunday, August 27, 1978

EBCE recruitment promos were aired on KRDO, KSIS, and KCBW radio stations

SFCC Holds Workshops on Sex Bias
Sedalia Democrat, Thursday, October 26, 1978

Student to Attend Leadership Seminar
Sedalia Democrat, Tuesday, February 13, 1979.

Fund Started
Article is in reference to an EBCE advisory committee member.
Sedalia Democrat, Tuesday, February 13, 1979

Leglislative Tour
Sedalia Democrat, Wednesday, February 14, 1979

Student Ambassadors through Experience Based Career Education
The Career Education Workshop, March 1979

Atlanta Seminar Time for Learning for Local Student (Shelly Register)
Sedalia Democrat Thursday, May 17, 1979

Shelly Register Attends Seminar (follow-up article)
Sedalia Democrat Wednesday, March 28, 1979

"Career Education Program Big Success"
Sedalia Democrat
Sunday, August 26, 1979

"High Schoolers Sample Job"
The Roadrunner Express
Tuesday, December 11, 1979

Newsletters were published by the project monthly during the school year and distributed to all local educators, community sites, EBCE parents and students, and national EBCE and career education programs.

Publications:

Kuhlman, Judy R.,"Experience Based Career Education," The Career Education Workshop, March 1979, pp. 7-8.

Neely, Margery A. and Kuhlman, Judy R., "Abstract: Patchwork Evaluation of a Career Education Program," Journal of Research and Development in Education, Spring 1979, Vol. 12, No. 3, pp. 113-114.

Kuhlman-Harrison, Judy R. and Neely, Margery A., "Discriminant Validity of Career Development Inventory Scales in Grade 10 Students," Educational and Psychooogical Measurement, in press, Summer 1980.

Neely, Margery A. and Kuhlman-Harrison, Judy R., "Effectiveness of an Experience Based Career Education Project," AVA Journal of Vocational Research, in press.

Kuhlman-Harrison, Judy R., and Neely, Margera A., "Anatomy of Cooperation: State Fair Community College Career Education Programs--Kindergarten through Adult," Vocational Guidance Quarterly, submitted.

Visitors to the project include:

Nola Cramer — Teacher
Marshall Area Vocational-Technical School
Marshall, MO

Jerome Evans — Area Supervisor
Department of Elementary & Secondary Education
Jefferson City, MO

Bill Foster — District Coordinator
Kansas City School District
Kansas City, MO

Chris Lewis — Technical Asst./Secondary Broker & Trainer
AEL, West Virginia
3 Visits

Dr. Harold Lynch — Area School Services
Department of Elementary & Secondary Education
Jefferson City, MO

Mr. Paul Manchak — Program Officer
Research Branch
Bureau of Occupational and Adult Education
ROB-3 Room 5018
Washington, DC

Tom Mock — Guidance Division
Department of Elementary & Secondary Education
Jefferson City, MO

Dr. Margery A. Neely — Third Party Evaluator
Kansas State University, KS
7 Visits

Ms. Ella Oyler — Vocational Counselor
Missouri Valley College
Marshall, MO

Karen Pfiffner — Account Executive/Primary Broker
AEL, West Virginia

Bill Sparkman — Budgets/Third Party Evaluator
Kansas State University, KS
2 Visits

David G. Spencer
Physicians Consulting Corporation
Kansas City, MO

Marion Starr — Coordinator, Career Education
Department of Elementary & Secondary Education
Jefferson City, MO
2 Visits

Melissa Stevens
Patricia Stevens Modeling School
Kansas City, MO

Judy Swisher — Teacher
Marshall Area Vocational-Technical School
Marshall, MO

Becky Watts — Technical Assistant
AEL, West Virginia

Larry Hager
Missouri Valley College
Marshall, Missouri

Shirley Forbes
Missouri Valley College
Marshall, Missouri

Ken Best Wichita Public Schools 640 North Emporia Wichita, KS 67214	Career Education Coordinator
Sally Best Wichita Public Schools Wichita, KS 67214	Teacher
Sheryl Barta Project SERVES 20th and Ridgewood Ames, IA 50010	Co-Director
Calvin Halliburton Project SERVES 20th and Ridgewood Ames, IA 50010	Co-Director
Georganna Hargadine Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65101	Director of Special Program Services
Ray Dawson Department of Elementary and Secondary Education P.O. Box 480 Jefferson City, MO 65101	Director of Area School Services
Karen Barquest Kansas State University Manhattan, KS 66506	Graduate Assistant for Third Party Evaluator
Ralph Lee Marshall Teen Center Marshall, MO	
Richard Thurman Jefferson City, MO	Assistant Attorney General
Marie Riley Sedalia School of Hairdressing Sedalia, MO 65301	
Terry McKenna Sedalia School of Hairdressing Sedalia, MO 65301	
Bill Sparks Parkway High School District 120 Henry Road Manchester, MO 63011	

Lenoir Rowland
Erie Junior High
410 West 2nd
Erie KS 66733

David DeMoss Director
SEK RESC (Southeast Kansas Region Educational Service Center)
Route 4
Girard, KS 66743

Wilbur Rawson State Director, Part D
KSDE (Kansas State Department of Education)
120 East 10th
Topeka, KS 66612

Marvin Colbert
Manhattan High School
Westwood & Sunset
Manhattan, KS 66502

John Schell
State Department of Elementary & Secondary Education
Jefferson City, MO

Perry Mock
Central Missouri State University
Warrensburg, MO
3 Visits

Maria Szozda
COAL Co-Director
Appalachia Educational Laboratory
Charleston, West Virginia

Jim Althof
COAL Co-Director
Appalachia Educational Laboratory
Charleston, West Virginia

SFCC students visited the project during the campus tour for student orientation on June 11-12.

Lincoln B. Justice
National Alcohol Fuel Producers Association
2444 B Street
Lincoln, NB 68502

Melvin D. Taylor
Distributive Education Instructor
Owensville High School
Owensville, MO

Marvin A. Tzinberg and
W.D. Leip

Ritenour School District
Ritenour Community Education Center
3238 Marshall Ave.
St. Louis, MO 63114

Carol Kay
Jerry Marbut
Columbia Public School System
Columbia, MO

Fafie Jones
Job Placement Network Facilitator
315 N 5 St.
Phoenix, AZ 85004

Nancy Martinez
Midge Adams
Janet Sprinkle
Jim Eads
Wilkes School District
North Carolina

Paul Barsi Principal
Sacred Heart High School
3rd & Vermont
Sedalia, MO 65301

Marie A. Price
Sandy Larson
Carol A. Smith
Sherry L. Call
Knob Noster Junior High School
Knob Noster, MO 65336

Tina Greer
Sedalia School of Hairdressing
Sedalia, MO 65301

Cpl. Ed Moses
Missouri State Highway Patrol
Jefferson City, MO

Richard Funk
Kansas State University
Manhattan, KS 66506

Sgt. Philip Wisdom
Missouri National Guard
9th & Ohio
Sedalia, MO 65301

E. DISSEMINATION ACTIVITIES

Presentation

July 27, 1977
Missouri Vocational Association
Sex-Fair Guidance in Vocational Education
by Judy Kuhlman-Harrison

August 19, 1977
State Fair Community College In-Service Workshop
Presentation on EBCE
by Judy Kuhlman-Harrison

September 6, 1977
American Business Women Association
by Judy Kuhlman-Harrison and Delores Heimsoth

September 7, 1977
National Association of Retired Federal Employees
by Judy Kuhlman-Harrison and Delores Heimsoth

September 9, 1977
Representatives from Regional Division of Wage and Hour and USOE
Clarification of EBCE procedures
Kansas City, MO
by Judy Kuhlman-Harrison and Marvin Fielding, Vice-Pres. for Instruction

September 12, 1978
Epsilon Beta Chapter of Beta Sigma Phi
by Jacque Cowherd and Bruce Bird

September 13, 1978
Josephine Silone Yates Art & Charity Club
by Judy Kuhlman-Harrison and Bruce Bird

September 13, 1977
Loyal Order of Moose Auxiliary #1494
by Jacque Cowherd and Bruce Bird

September 14, 1977
Sunrise Optimist Club (LaMonte, MO)
by Judy Kuhlman-Harrison

September 20, 1977
Noonday Optimist
by Judy Kuhlman-Harrison and Jacque Cowherd

September 21-22, 1977
Pre Employment Workshops (PEP Workshops)
Camdenton, MO
Presented "Communications Skills -- Resumes, Employment Applications and Correspondence"
by Delores Heimsoth

September 28, 1977
Explained EBCE
Marshall High School
Marshall, MO
by Bruce Bird and Delores Heimsoth

October 2, 1977
Sex Fair Guidance Practices: Focus on recent legislation passed, curriculum practices and programs being used to eliminate sex-bias in education. Information on role playing examples, materials, strategies.
Missouri Guidance Association
Jefferson City, MO
by Judy Kuhlman-Harrison

October 5, 1977
Lions Club
by Judy Kuhlman-Harrison and Delores Heimsoth

October 10, 1977
Rotary Club
by Judy Kuhlman-Harrison and Jacque Cowherd

October 10, 1977
Xi Omega - Beta Sigma Phi (Florence, MO)
by Jacque Cowherd and Bruce Bird

October 11, 1977
Parents Without Partners
by Jacque Cowherd and Bruce Bird

October 12, 1977
Helen G. Steele Music Club
by Judy Kuhlman-Harrison

October 12, 1977
Little League
by Bruce Bird and Delores Heimsoth

October 20, 1977
Numismatics Society
by Jacque Cowherd and Bruce Bird

November 3, 1977
Humane Society
by Jacque Cowherd and Bruce Bird

November 7, 1977
American Association of University Women
Judy Kuhlman-Harrison

November 8, 1977
Presentation on EBCE
Beta Sigma Phi, Civic Sorority
Knob Noster, MO
by Bruce Bird

November 11, 1977
Overview of Career Education concepts -- EBCE initiation
Knob Noster Talley Circle
Knob Noster, MO
by Judy Kuhlman-Harrison, Jacque Cowherd, Bruce Bird, and Donna Sawford

November 11, 1977
Smith-Cotton High School
by Judy Kuhlman-Harrison, Jacque Cowherd, Bruce Bird, Delores Heimsoth

November 14, 1977
Ed Psychology Class, SFCC
by Bruce Bird

November 14, 1977
Cosmopolitan Junior Women's Club
by Bruce Bird and Jacque Cowherd

November 15, 1977
Smith-Cotton High School Sophomore Orientation
by Judy Kuhlman-Harrison, Jacque Cowherd, and Bruce Bird

November 16-17, 1977
EPDA Workshop
Cape Girardeau, MO
Presented: "Public Relations for Job Development -- Job Placement"
"Collection & Management of Students, Employer, Placement Information"

Led Group Activities & discussions on:
"Planning Public Relations for Job Development -- Job Placement" (group activity)
"Individual Local One-Month Contact Plan" (group discussion)
"Summarization of Follow-up" (group discussion)
by Delores Heimsoth

November 17, 1977
Kiwanis Club
by Judy Kuhlman-Harrison and Delores Heimsoth

November 28, 1977
Presentation on EBCE
University of Missouri at Columbia, MO
by Judy Kuhlman-Harrison, John Wood, and Jacque Cowherd

January 12, 1978
Sweet Springs R-VII School Personnel:
Robert Schnieders, Superintendent
Cora L. Meek, High School Principal
Jan Olson, Guidance Counselor
Explained Career Education
by Judy Kuhlman-Harrison

January 12, 1978
Division of Arts and Sciences - State Fair Community College
Presentation of EBCE
by Judy Kuhlman-Harrison

January 27, 1978
Smith-Cotton High School Teachers
Presentation of EBCE
by Judy Kuhlman-Harrison

February 1, 1978
Missouri Middle School Association Annual Convention at Columbia, MO
Presentation of EBCE
by Judy Kuhlman-Harrison and Jacque Cowherd

March 28, 1978
Area School Superintendents
Review of EBCE
by Judy Kuhlman-Harrison and Marvin Fielding, Vice Pres. for Instruction

April 17, 1978
LaMonte Administrators
Explanation of EBCE
by Judy Kuhlman-Harrison, Bruce Bird, and Jacque Cowherd

April 24, 1978
Smithton Administrators
Explanation of EBCE
by Judy Kuhlman-Harrison and Bruce Bird

April 27, 1978
LaMonte School Board
Explanation of EBCE
by Judy Kuhlman-Harrison

May 8, 1978
Smithton School Board
Explanation of EBCE
by Judy Kuhlman-Harrison

May 15, 1978
LaMonte High School Teachers
Explanation of EBCE
by Judy Kuhlman-Harrison, Jacque Cowherd, and Bruce Bird

May 16, 1978
Smithton High School Teachers
Explanation of EBCE
by Jacque Cowherd and Bruce Bird

May 16, 1978
Cole Camp Administrators
Explanation of EBCE
by Judy Kuhlman-Harrison and Delores Heimsoth

May 17, 1978
LaMonte Parents and Students
Explanation of EBCE
by Judy Kuhlman-Harrison, Jacque Cowherd, and Bruce Bird

May 17, 1978
Smithton Parents and Students
Explanation of EBCE
by Judy Kuhlman-Harrison, Bruce Bird, and Jacque Cowherd

May 17, 1978
Pettis County Retired Teachers Association
Review of EBCE project
by Judy Kuhlman-Harrison

May 25, 1978
Sweet Springs R-VII Administrators
Review of EBCE
by Judy Kuhlman-Harrison

Visitation to the Wichita, Kansas, AEL-EBCE project on October 19, 1977.
Attending:
Dr. C.W. Monsees, Sedalia School District #200 School Board Member
Howard Jones, Assistant Superintendent
Morris Byrum, Principal
Lillian Barrick, Director of Guidance
Delores Heimsoth, EBCE Placement/Site Analyst
Judy Kuhlman-Harrison, EBCE Director

Requests were sent to various state organizations for agenda or program time to explain the EBCE concept.

Missouri Career Education Grant Awards workshops
Department of Elementary and Secondary Education
Two presentations on Career Education given to 30 Missouri school districts
by Judy Kuhlman-Harrison

January 30, 1979
Attendance at EBCE dissemination meeting to discuss plans and directions for dissemination of the EBCE projects in Missouri
by Judy Kuhlman-Harrison

Also in attendance were: Marion Starr, Director of Career Education, Missouri State Department of Education; Jolene Schultz, Director, Missouri Facilitator Center (Project FACE); Bill Giddings, Assistant Director, Missouri Facilitator Center; Dr. Norman Gysbers, Professor of Education, University of Missouri-Columbia; and Bill Sparks, Project Coordinator, EBCE Project, Parkway School District.

April 7, 1979
"Current Trends in Vocational Education" presented to
a weekend college at Central Missouri State University, Warrensburg, Missouri
by Judy Kuhlman-Harrison

April 19-20, 1979
a career education workshop was conducted for Canton High School students, grades 7-12 in Canton, Missouri
by Judy Kuhlman-Harrison, Delores Heimsoth, John Wood, and Lindell Harrison (Statewide Job Placement, SFCC)

July 24, 1979
Career Education Presentation
Missouri Vocational Association Conference
by Judy Kuhlman-Harrison and Bruce Bird

July 27, 1979
"Career Education and How It Relates to Business and Office"
Central Missouri State University, Warrensburg, Missouri
by Judy Kuhlman-Harrison

July 29, 1979
Career Education Presentation
Sedalia Lions Club
by Judy Kuhlman-Harrison

October 5, 1979
Career Education Presentation
English teachers at the District Teacher's Meeting in Warrensburg, MO.
by Judy Kuhlman-Harrison and Bruce Bird

October 29, 1979
The project shared examples of learning guides with Melvin Taylor, Distributive Education Instructor, Owensville High School, Owensville, Missouri. He was interested in some resources and guidelines for preparing job descriptions for his Distributive Education Program.

January 7, 1980
Discussion on legislation dealing with career Education, and career education activities for counselors at the Counselor Workshop at the Warrensburg Vocational-Technical School, Warrensburg, Missouri
by Judy Kuhlman-Harrison

May 7, 1980
Career Education Workshop for Metro College District
Kansas City, Missouri
by Judy Kuhlman-Harrison

Technical Assistance

The following people have requested technical assistance and/or printed materials from the Experience Based Career Education project.

Mr. Bernard Dubray, Director of Instruction at Orchard Farm R-5 School District, Route 1, Box 204 in St. Charles, MO 63301

Ms. June Bruner, Guidance Counselor at Eldon High School, North and Pine Streets in Eldon, Missouri 65026

Ms. Madgie Hunt, Curriculum Materials Services Coordinator for the National Center for Career Education at the University of Montana, P.O. Box 7815 in Missoula, Montana 59807

Ms. Madalyn Elliot, Counselor and Mr. Brock, Principal at Marshall High School in Marshall, Missouri 65340

Ms. Nola Kramer and Ms. Judy Swisher, Teachers for the Marshall Area Vocational-Technical School in Marshall, Missouri 65340

Mr. Gary Mikola at Eastern Michigan University in Ypsilanti, Michigan 48197

Mr. Alan M. Tattle, Guidance Director for the Lynn English High School in Lynn Massachusetts 01902

Mr. Larry Hagedorn, Superintendent for the Otterville School in Otterville, Missouri 65348

Ms. Irene Peront, Executive Director for the Career Center Consortium at 23 Garfield Avenue in Woburn, Massachusetts 01801

Mr. Gene Myers, Director of Special Services for the Youth Employment Training Program in Room 101 of the Loughead Building, 1119 Victory Lane in Poplar Bluff, Missouri 63901

Mr. Paul Vance at Drake University, 25th State University Ave. in Des Moines, Iowa 50311

Ms. May Fisher with the SCE Camp Project, 347 Baltic, Room 308 in Brooklyn, New York 11201

Tracy Miller of 31 Forest Glen Drive in Millville, New Jersey 08332

I. W. Diehl, Coordinator of Student Job Placement Service for Harrisonburg/Rockingham Schools, Route 1, Box 66A in Harrisonburg, Virginia 22801

Mr. Ray Fitterling, Counselor for Odessa High School in Odessa, Missouri

Ms. Jean Ruscica, Senior High School Coordinator of the Wayne Career Education Program, 50 Nellis Drive in Wayne, New Jersey 07470

Mr. Rob R. Pitts, Administrative Intern for the Curriculum Office at the Pasadena Independent School District, 3010 Bayshore Drive in Pasadena, Texas 77502

Information was sent to Dave Roberts, Moore-Norman AVTS, Oklahoma, on obtaining national EBCE promotional materials.

Wanda Force, Osceola, Missouri, inquired as to resources available for a career education presentation to students needing help in

the career field--especially students having problems, needing a renewed interest in school, dropouts, etc.

Frank O. Fenley, Program Developer, Cordova Schools, Cordova, Alaska, received information on our Career Resource Center and a copy of our counselor's questionnaire developed to survey student interest areas.

Linda Olson, EBCE Project Director, University of Wyoming, received information on how we have implemented the AEL mode.

Pam Mauch, Career Education, University of Missouri, received information explaining both EBCE and our school based career education project (SBCE). She was also sent abstracts of both projects, newsletters, national promotions for EBCE, and a sample packet of brochures and handouts explaining our EBCE program. These materials constitute the public relations packet of information that is usually sent to people who request materials on the EBCE project.

Jessie Taylor, Counselor, Community R-VI High School, Laddonia, Missouri, requested a list of recommended materials for a career resource center. She received our career resource center catalogue.

Robert Gartner, Chillicothe AVTS, Missouri, received selected activity guides from our SBCE project and a materials list of available resources that can be purchased from the project.

General career education materials were contributed to The National Council of Teachers of English, Urbana, Illinois.

Ralph Lee from the Marshall Teen Center, Marshall, Missouri, picked up EBCE materials, general information concerning the total career education project, and general information about SFCC to be displayed at the Center.

Patricia M. Ehrhart, Consultant, AE, Guam Community College, Careers and Public Services, Guam, M.I., received the regular public relations packet of information for the EBCE project as well as an abstract for the SBCE project.

Margaret Williams, Occupational Specialist, W.J. Woodham High School, Pensacola, Florida, received an overview of EBCE and the regular public relations packet of information for EBCE.

Geraldine Strey, Librarian, WVSC, University of Wisconsin, Madison, Wisconsin, received selected activity guides from our SBCE project and a materials list of available resources that can be purchased from the project.

Jim Ochocki, Coordinator, Marshall Senior High School, Marshall, Minnesota, received EBCE materials and general information concerning the total career education project.

Sister Theresa Marie, Saint Francis Academy, Pittsburgh Pennsylvania, received the regular public relations packet of information for the EBCE project.

P. H. Stricklin, Messmer High School, Milwaukee, Wisconsin, received the regular public relations packet of information for the EBCE project.

A. Dale Agee, World University, Hato Rey, San Juan, Puerto Rico, received the regular public relations packet of information for the EBCE project.

Alfredo Torres, Dean of Student Development Programs, World University, Hato Rey, Puerto Rico, received the regular public relations packet of information for the EBCE project.

Mary Schaefer, Springfield, Missouri, received the regular public relations packet of information for the EBCE project.

Cathy Michalek, Sheboygan, Wisconsin, received regular public relations packet of information for the EBCE project.

The following people participated in a Youth Employment Training Program workshop on June 4-5, 1979.

Terry Eivins, Director
Pike & Lincoln Counties
Area Vocational School
Route 1, Box 38
Eolia, MO 63344

Marguerite Hubbs, YETP Director
Joplin R-8 Satellite School
8th & Kentucky
Joplin, MO 64801

Della Frazier, Secretary
to YETP Director
Joplin R-8 Satellite School
8th & Kentucky
Joplin, MO 64801

Brenda LeTendre
Director of Special Services
Joplin R-8 Satellite School
8th & Kentucky
Joplin, MO 64801

Jim Koeneman, Research Analyst
Division of Employment Security
P.O. Box 59
Jefferson City, MO 65101

Don Eisinger, Supervisor
Manpower Training
Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

John Schell, Supervisor
Manpower Training
Department of Elementary
and Secondary Education
P.O. Box 480
Jefferson City, MO 65102

Ray Robison, Orange County School, Orlando, Florida, requested information on the implementation of our career education program. Staff members visited with him during a phone conversation on July 7, 1979. He has also purchased some of our career education guides.

Lawrence Shatkin, Educational Testing Service, Princeton, New

Jersey, requested information about the project for a study sponsored by NIE.

Cathy Quinn, Career Education/Work-Study Coordinator, Twin Rivers High School, Brosley, Missouri, received the regular public relations packet of information about the project.

Linda Mayes, Sedalia, Missouri, is working on a masters in counseling and she called to discuss the career education concept and to talk about the Experience Based and School Based Career Education programs and the Youth Employment and Training Program.

Ellen Hayden, State Consultant for Career Education, South Carolina Department of Education, Columbia, South Carolina, called on behalf of her school districts for help in locating the Children's Occupational Dictionary.

Martha McConnell, Job Placement Coordinator, Taylor County Vocational Center, Grafton, West Virginia, received information on the pre-employment preparation manuals and the recently developed nine module set of slide/tape presentations used with the manuals for pre-employment preparation classes.

Debbie Sevier, Librarian, Northwest School, Hughesville, Mo., made arrangements to tour the Career Resource Center.

Peter Klein, teacher, Smith-Cotton High School, Sedalia, Mo., made arrangements to tour the Career Resource Center.

James McLaughlin, Site Analyst for Project EXCEL, Las Cruces Public Schools, Las Cruces, New Mexico, received information on the Youth Employment and Training Program.

Arlene Wischmeier, Missouri State Bank, Sedalia, Missouri, was forwarded entrepreneurship information from Career Planning and information on the Bankers Affirmative Action Program.

Mary Ann Gray, Counselor, Kingsville High School, Kingsville, Missouri, received information on the Career Resource Center.

Carolyn Chaney, Counselor, Warrensburg Junior High, Warrensburg, Missouri, received complimentary copies of the EBCE Student Career Guide, a Special Needs Guide developed by the school-based project last year, and copy of the YETP eligibility guidelines.

Jama Roman, Career Development, Kleis School, Toledo, Ohio, requested assistance in locating the film "Men's Lives." She had read in the project's newsletter that students had viewed the film.

Bill Gott, Counselor, Warsaw School, Warsaw, Missouri, received information on how to obtain a MOVIEW program for Warsaw (Missouri Information for Education and Work).

Dr. Al Sullivan, Dean of Vo-Tech Education, Mineral Area

College, Flat River, Missouri, received information on the Needs Assessment that State Fair Community College conducted in 1976.

Four visitors from Wilkes School District, North Carolina, traveled to Sedalia to visit the project on February 14. They spent the day receiving a complete overview of the career education department.

The project provided duplication services for Benton Elementary School, Marshall, Missouri. Some Career Resource Center materials were duplicated at the Media Center and sent to their library.

Roger Burbage and Jane Worsham of the Leadership Institute for Principals, Department of Public Instruction, Raleigh, North Carolina, requested and received a copy of the Student Needs Assessment conducted by the Career Education Department and State Fair Community College.

The project loaned its EBCE slide/tape presentation to Park Hill School District, Kansas City, Missouri, for a career education workshop.

Marie A. Price, Sandy Larson, Carol A. Smith, and Sherry L. Call came from Knob Noster Junior High School to preview career exploration materials.

Jackie Lenz, Blue Springs Junior High, Blue Springs, Missouri

Clyde Mitchell, Center for Business Activity, Southeastern Massachusetts University, North Dartmouth, Massachusetts

Jerry R. Fee, The Wilkes County Board of Education, Wilkesboro, North Carolina

Jennifer Elverson, Student, South Dakota State University, Brookings, South Dakota

Joanne S. Radcliffe, Curriculum Director, Bulloch County Schools, Statesboro, Georgia

Barbara Thomas, Student, South Dakota State University, Brookings, South Dakota

Susan P. Tyson, Experiential Education Specialist, Pioneer CESA, Cleveland, Georgia

Pauline McAllister, Mayville High School, EMR, Mayville, Wisconsin

Mary Ann Holmes from the Park Hill School District requested and received our EBCE slide/tape presentation and some of our career education brochures.

Bill Garber, Central Missouri State University at Warrensburg,

Missouri borrowed some Management materials from our Career Resource Center.

Our EBCE informational packet was sent to Saundra Lee Williams, Career Center Coordinator at New Brunswick High School, New Brunswick, New Jersey.

Odarkor Ogbogu, Career Center Coordinator from Middlesex County Office, New Brunswick, New Jersey received our career education informational packet.

Joy Ewing with the Employment Opportunity Program in Marshall, Missouri received a listing of available materials from our Career Resource Center.

May Russell, 1307 West Market St., Savannah, Missouri was sent an EBCE informational packet.

Janis M. Darrell, Research Fellow, from the Atlantic Institute of Education in Halifax, N.S., Canada received a career education informational packet.

Materials on post-secondary career education, etc. were sent to Nila Hibdon, Kansas City Metropolitan School District, from our Career Resource Center.

School Based Career Education Materials

Checkout lists:		
September 1976 - June 1978	3,078	
June 1978 - June 1979	801	
July 1979 - June 1980	340	
Totals		4,219

F. DATA COLLECTION

The third party evaluation of the project was conducted each year by Dr. Margery Neely and Dr. Bill Sparkman of Kansas State University of Manhattan, Kansas. A Request for Proposals was distributed the first year of the project; Dr. Neely and Dr. Sparkman were awarded the first contract from five replies. As they continued to provide complete and responsive evaluations contracts were negotiated with them the following two years.

The evaluation, as filed by the third party evaluator, was included with the first and second year interim reports. The third party evaluation report for the third and final year is included under separate cover, but is included as part of the final report.

A United States Office of Education (USOE) Evaluation team conducted a review of the EBCE program on April 10-11, 1978. Representatives on the team included Mr. Les Thompson, Program Officer, Occupational and Adult Education Department of HEW, Region VII; and also included from the Missouri Department of Elementary and Secondary Education was Mr. Gordon Kutscher, Executive Director, Missouri Advisory Council on Vocational Education; Mr. Marion Starr, Supervisor, Career Education; and Les Kesterson, Director, Cooperative Industrial Distributive Education. Guests at the Monday evening review banquet included USOE evaluation team members, and EBCE students and parents. Mr. B. W. Robinson, Assistant Commissioner of Career and Vocational Education, Department of Elementary and Secondary Education, was also in attendance.

The United States Office of Education (USOE) conducted a second evaluation of the EBCE program at State Fair Community College on April 4-5, 1979. The evaluation team included Ms. Annette Miller, USOE Program Officer, Washington D.C.; Mr. Ken Best, Career Education Director, Wichita, Kansas; Mr. Allen Kelsay, Research Coordinating Unit, Department of Elementary and Secondary Education, Jefferson City, Missouri; Dr. Joe Shively, Appalachia Educational Laboratory, Charleston, West Virginia; and Dr. Lawrence Drake, Southwest Missouri State University, Springfield, Missouri. The agenda for the visitation included personal appointments with fifteen resource persons in the community, administrators from five of the participating schools, eight parents, all EBCE students, and the EBCE staff members.

The USOE evaluation report has been received. The program was recommended for third year funding. Areas of program strength were listed as: positive working relationships with site resource persons, students, parents, area administrators, counselors, and advisory committee members; usage of individualized instruction strategies; utilizing both consultant days and small group counseling sessions and many positive actions by the staff to attain sex equity within the EBCE project.

Recommendations of the third year included: making more academic assignments site related; increasing student enrollment and continued work in special strength areas.

G. STAFF EMPLOYMENT AND UTILIZATION

Staff consisted of the following:

Judy Kuhlman-Harrison
Director 1977-80

Jacque Cowherd 1977-1979
Learning Coordinator

Bruce Bird 1977-1980
Learning Coordinator

Mary Wood 1978-1980
Learning Coordinator

Donna Sawford 1977-1980
Secretary to the Director

Mary Bruns 1977-78
Staff Secretary

Debbie Brosch 1978
Staff Secretary

Mark Blumenstock 1978-1980
Learning Coordinator

Gene Hill 1979
Learning Coordinator

Helen Brainard 1979-1980
Learning Coordinator

Rebecca Ledgerwood 1979-1980
Learning Coordinator (Part-time)

Bill McEwan 1978-1979
Learning Coordinator/Counselor

Glenda Davis 1979-1980
Learning Coordinator/Counselor

Barb Lindemann Knight 1978-1979
Staff Secretary

Debbie Gensler 1979
Staff Secretary

Donna Cherry 1979-1980
Staff Secretary

Norma Baxter 1978
Secretary (Part-time)

Delores Heimsoth 1977-1979
Placement/Site Analyst

Wanda Dalton 1979-1980
Placement/Site Analyst

H. STAFF DEVELOPMENT/PROFESSIONAL MEETINGS

Meeting	Participants
July 10-13, 1977 National AEL-EBCE Conference Kansas City, MO	Judy Kuhlman-Harrison Bruce Bird Jacque Cowherd Delores Heimsoth Donna Sawford Mary Bruns
July 25, 1977 Job Placement Workshop Columbia, MO	Judy Kuhlman-Harrison Bruce Bird Jacque Cowherd Delores Heimsoth
July 26-28, 1977 Missouri Vocational Association Columbia, MO	Judy Kuhlman-Harrison Bruce Bird Jacque Cowherd Delores Heimsoth
September 14-15, 1977 Pre Employment Workshops (PEP Workshops) Sponsored by State Wide Job Placement Camdenton, MO	Delores Heimsoth
September 21-23, 1977 Region VII Title IX Workshop Kansas City, MO	Judy Kuhlman-Harrison Dr. Marvin Fielding Nila Hibdon

October 2, 3, 4, 1977 Missouri Guidance Association Jefferson City, MO	Judy Kuhlman-Harrison John Wood Jacque Cowherd Bruce Bird Delores Heimsoth
October 17, 1977 Regional Educational Conference Sponsored by MO Department of Elementary and Secondary Education Clinton, MO	Judy Kuhlman-Harrison
November 2-3, 1977 Region VII Meeting, EBCE Directors Wichita, KS	Judy Kuhlman-Harrison John Wood
November 7-8, 1977 EPDA Placement Workshop Jefferson City, MO	Delores Heimsoth
November 9, 10, 11, 1977 MSTA Annual Convention St. Louis, MO	John Wood Donna Sawford
November 10-11, 1977 MACJC Tan-Tar-A Lake Ozark, MO	Mary Bruns
December 2-7, 1977 American Vocational Association Annual Meeting Atlantic City, NJ	Judy Kuhlman-Harrison
February 28 - March 2, 1978 EBCE National Network Conference Washington, DC	Judy Kuhlman-Harrison
March 9, 1978 Pre Employment & Placement (PREP) Workshop Normal, IL	Judy Kuhlman-Harrison
March 16, 1978 AEL Career Decision Making Program Kansas City, MO	John Wood
April 6, 1978 EBCE Part D Director's Meeting Fort Dodge, IA	Judy Kuhlman-Harrison
April 20-22, 1978 Sixth Annual NAIEC Convention Springfield, MA	Judy Kuhlman-Harrison

April 25, 1978 Central Missouri State University Business Day Warrensburg, MO	Judy Kuhlman-Harrison
May 22-24, 1978 IBM System VI Workshop Kansas City, MO	Judy Kuhlman-Harrison
June 22-23, 1978 Symposium on Alternative Perspectives on Investigating the Consequences of Experiential Education Washington, D.C.	Judy Kuhlman-Harrison
July 24-27, 1978 Missouri Vocational Association Columbia, MO	Judy Kuhlman-Harrison Bruce Bird John Wood
August 10, 1978 Kiwanis Club Presentation Sedalia, MO	Judy Kuhlman-Harrison Jim Stephens (EBCE student)
August 14, 1978 State Fair Community College Staff In-Service Sedalia, MO	Provided for all staff
August 14-17, 1978 Second National AEL/EBCE Conference Madison, WI	Judy Kuhlman-Harrison Bruce Bird Jacque Cowherd Delores Heimsoth Bill McEwan Mary Wood
August 22-23, 1978 Selection process for ADN nursing program at State Fair Community College Sedalia, MO	Judy Kuhlman-Harrison
September 12, 1978 Seminar for Secretaries and Other Office Personnel Kansas City, MO	Barb Knight Donna Sawford
October 8-10, 1978 Missouri Guidance Association Columbia, MO	Judy Kuhlman-Harrison Jacque Cowherd Bruce Bird Bill McEwan John Wood

October 19-20, 1978 Workshop on Workshops by Capitol Publications Chicago, IL	Judy Kuhlman-Harrison
October 24, 1978 Sex Equity Workshop State Fair Community College Sedalia, MO	Judy Kuhlman-Harrison Bruce Bird Jacque Cowherd Delores Heimsoth Bill McEwan
October 29-31, 1978 Meramec Career Education Conference St. Louis Community College St. Louis, MO	Judy Kuhlman-Harrison Jacque Cowherd Delores Heimsoth Bill McEwan John Wood
November 1-3, 1978 Visitation to Moore/Norman EBCE program Norman, OK	Bill McEwan
November 9-10, 1978 Missouri Association of Community and Junior Colleges Lake of the Ozarks, MO	John Wood
November 26-28, 1978 Demonstration Network Workshop Appalachia Educational Laboratory Charleston, WV	Bill McEwan
December 1-6, 1978 American Vocational Association annual meeting Dallas, TX	Judy Kuhlman-Harrison
January 8-10, 1979 Human Potential Seminar Sedalia, MO	Judy Kuhlman-Harrison Bruce Bird Jacque Cowherd Mary Wood Bill McEwan Mark Blumenstock Delores Heimsoth John Wood
February 13-15, 1979 Training Session Fond du Lac, WI	Gene Hill
February 14, 1979 Legislative Tour Jefferson City, MO	Delores Heimsoth

February 19-21, 1979 EBCE National Network San Antonio, TX	Judy Kuhlman-Harrison Bruce Bird
June 20-22, 1979 Third Annual AEL/EBCE Conference Minneapolis, MN	Wanda Dalton Bruce Bird
July 23-25, 1979 Missouri Vocational Association Conf. Columbia, MO	Judy Kuhlman-Harrison Bruce Bird
August 20, 1979 Developmental Workshop for faculty at State Fair Community College Sedalia, MO	Judy Kuhlman-Harrison Wanda Dalton Glenda Davis Mary Wood Bruce Bird Helen Brainard Mark Blumenstock
August 20, 1979 Developmental Workshop for support staff at State Fair Community College Sedalia, MO	Debbie Gensler Donna Cherry Donna Sawford
August 21, 1979 COAL workshop presented in-house from Appalachia Educational Laboratory	Judy Kuhlman-Harrison Wanda Dalton Glenda Davis Mary Wood Bruce Bird Helen Brainard Mark Blumenstock
September 15, 1979 Seminar on Developing Your Leadership Potential State Fair Community College Sedalia, MO	Judy Kuhlman-Harrison Wanda Dalton Glenda Davis Helen Brainard Mary Wood Donna Cherry Kim Smith (EBCE student) John Wood (YETP staff) Joe Arbisi (YETP staff) Norma Baxter (YETP staff)
October 2-4, 1979 Strengthening the Role of Women in Vocational Education Leadership Positions Memphis, TN	Judy Kuhlman-Harrison

October 3-5, 1979 Job Development Workshop Chicago, IL	John Wood (YETP)
October 14-16, 1979 Missouri Guidance Association Columbia, MO	Judy Kuhlman-Harrison Glenda Davis Wanda Dalton John Wood (YETP) Don Andes (YETP)
October 5, 1979 Pre-employment Seminar Kirksville, MO	Glenda Davis Wanda Dalton
October 15-17, 1979 USOE Evaluation Team member Anoka, MN	Judy Kuhlman-Harrison
November 30, 1979 Visitation of EBCE Project Wichita, KS	Helen Brainard
November 30 - December 4, 1979 American Vocational Association Anaheim, CA	Judy Kuhlman-Harrison
January 15-17, 1980 USOE Evaluation Team member Bellevue, WA	Judy Kuhlman-Harrison
January 19-25, 1980 American Association of Physics Teachers' Conference Chicago, IL	Mark Blumenstock
February 7-10, 1980 National Experience Based Career Education Conference St. Louis, MO	Judy Kuhlman-Harrison Wanda Dalton Mary Wood Helen Brainard Becky Ledgerwood Glenda Davis Mark Blumenstock John Wood (YETP) Joe Arbisi (YETP)
February 27-28, 1980 Local Placement Coordinator's Meeting Statewide Job Placement Service Sedalia, MO	Wanda Dalton Helen Brainard Mary Wood Glenda Davis Mark Blumenstock John Wood (YETP) Don Andes (YETP)

March 6, 1980	
Comtemporary Programs for Rehabilitation Services in the '80s by the Vocational Evaluation & Work Adjustment Association Columbia, MO	Helen Brainard Mary Wood
April 9-10, 1980	
APGA Legislative Provisions Project Kansas City, MO	Judy Kuhlman-Harrison
April 10-11, 1980	
Career Life Planning Workshop Kansas City Vo-Tech School Kansas City, MO	John Wood (YETP) Joe Arbisi (YETP) Don Andes (YETP)
April 22-24, 1980	
Women's Educational Equity Grant Writing Workshop St. Louis, MO	Judy Kuhlman-Harrison
May 6, 1980	
IBM System Six Workshop Jefferson City, MO	Donna Cherry
May 20, 1980	
Interviewed applicants for SFCC's ADN Nursing Program	Bruce Bird
May 20, 1980	
Toured MO State Highway Patrol Headquarters Jefferson City, MO	Donna Sawford Norma Baxter (YETP)
May 21, 1980	
Interviewed applicants for SFCC's ADN Nursing Program	Judy Kuhlman-Harrison

Plans are being developed to offer a graduate class through Central Missouri State University, Warrensburg, Missouri, on Experiential Career Education. The class will be offered spring term and be taught by the director and EBCE staff members.

Judy Kuhlman-Harrison has been elected to Chair the Career Education Interest Section of the Guidance Division of the American Vocational Association. Ms. Kuhlman-Harrison will sit on the policy-making committee for the division and be in charge of programs for the 1980 convention.

Staff members served on the following committees at State Fair Community College:

Judy Kuhlman-Harrison	1) Selection Committee for ADN, Health Occupations program

	2) Curriculum Handbook and Individualized Instruction
	3) Placement/Pre-employment Mediated Modules
	4) Public Relations/Recruitment
	5) Learning Resource Center
	6) Release Time for SFCC staff
	7) Research Coordinating Unit Proposal Development Committee
	8) Career Resource Center
	9) National Placement Workshop Committee
	10) Sex-Fair Guidance Programs, Chairman
	11) Energy Program Development Committee
Bruce Bird	1) Student Government Association
Mary Wood	1) Student Government Association
Wanda Dalton	1) Job Placement
Delores Heimsoth	1) Job Placement
Jacque Cowherd	1) Career Resource Center

I. CONCLUSIONS/IMPLICATIONS/RECOMMENDATIONS

A number of conclusions, implications, and recommendations may be drawn from the activities, methods, techniques, and procedures utilized for the Experience Based Career Education Project.

Conclusions

1. The findings presented throughout the program show a positive impact and image created by the EBCE Project, especially with students, parents, and community representatives.

2. The program expanded the involvement of employer and community organizations and individuals in the educational process by increasing the diversity of careers represented and available for student exploration and by increasing the academic scope and content of learning experiences available to students.

3. The enrollment of students in EBCE was representative of the total population on the variables age in grade/sex/locale (town over 2,500; town under 2,500; rural non-farm; farm) distribution of the total student population, abilities and interests.

4. The program showed more change in the distribution of Occupational Group Preferences and ratings of strength of preference which were significantly higher following EBCE than for controls.

5. The program encouraged development of attitudes, skills, and

knowledge enabling students to cope with accelerating societal change through projects which showed activities related to 1) acquiring, using, and communicating information; 2) working effectively with others; or 3) acquiring of subject matter knowledge and skills to be used in solving practical problems.

6. The EBCE students generally maintained the same level of academic skills development as the control students did.

7. The students in EBCE exhibited lower absenteeism than controls and were rated as holding positive work habits.

8. The objective of EBCE students positively increasing attitudes was revealed in the area of planfulness with females significantly increasing in career development areas.

9. The EBCE students positively increased their attitude toward work, and the community and boys became more favorable toward school.

10. EBCE students increased career skills, which will permit better employment opportunities, more than control students did.

Implications

1. The program of experiential learning implemented through this project can be transported to other rural areas with minimal changes.

2. The use of community settings for enhancement of basic academic subjects is a viable learning resource.

3. The response of the students, parents, and community resource persons indicates more willingness to accept and support a non-traditional program than local educators.

Recommendations

1. In-service activities should be conducted on a periodic basis with educators in districts providing EBCE.

2. The Career Resources Center should be continued as an integral part of the Library at State Fair Community College and these materials be made available to teachers from participating districts on a loan basis. Procedures for checking-out materials should be included with information supplied to each district.

3. Audiovisual workshops with teachers and administrators would be beneficial and provide necessary information needed to effectively utilize materials in the CRC and equipment purchased by the districts.

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Judy Kuhlman-Harrison

Appendix 2

List of All Materials
Produced and Distributed by Project

List of all Materials
Produced and Distributed by Project

1. EBCE Brochure "What School Did You Learn in Today?"
2. EBCE Brochure "Wondering about your future?"
3. Guide for Resource Persons
4. Career Education Newsletter - September through May, 1977-1980
5. Course Matrices for each class offered in each school district
6. Experience Site Learning Guides for 223 sites
7. Evaluation Instrument for Sexual and Racial Bias in Career Resource Center materials
8. Materials List of Career Resource Center
9. Brochure "Experience Based Career Education"
10. Mail samplers for school personel, parents, school board members, and students
11. AEL/EBCE National Newsletter
12. EBCE Slide/Tape Presentation: "EBCE--What It Is and How It Works"
13. EBCE Slide/Tape Presentation: "Experience Based Career Education--Tri-State Development--Kansas, Iowa, and Missouri"

Appendix 3

Experience Site List

Resource Persons	WTG Number	Cluster Number
A-1 TV & APPLIANCE MR CARL VANNOY	105 W MAIN	MR CARL VANNOY 826-6370
A&B AUTO TRIM SHOP MR EARL BLAYLOCK AUTO TRIM TECHNICIAN	1500 S OHIO P037-S038	MR PAUL ALBIN 826-1957 AM ON P08
ACRE (17) AUTO & TRANS MR KENNY MAHALOVICH	RT 4	MR KENNY MAHALOVICH 826-1130
AGT TRANS & MOBILE HOME SERVICE MR GARY KUHLMAN SERVICE/DRIVER	232 S GRAND	MR GARY KUHLMAN 826-8851
AMERICAN RED CROSS-PETTIS COUNTY MRS VALERIE SWANSON EXEC DIR	112 W FOURTH P012-S016, 013, 010	MRS VALERIE SWANSON 827-0618 P01-S01
AUDIONICS HEARING AID CENTERS MR JIM FARLEY HEARING AID CONSULTANT	1100 S GRAND P097-S006, 091	MR JIM FARLEY 826-4842 P01-S01, 10
B & E MARKET MR JIM DICK	1701 S KENTUCKY	MR JIM DICK 826-2188

Resource Persons	WTG Number	Cluster Number
BELTONE HEARING AID CENTER	STATE FAIR SHOPPING CTR	MR HARRY YOUNG 826-1631
MR HARRY YOUNG OFFICE MANAGER	P096-S097	P02-S02
BEVERLYS HOUSE OF FINE FOODS	1705 W BROADWAY	MRS PAT RIMIL 826-9655
MRS PAT RIMIL	P104-S105	P15
CASHIER	P104-S105	P15
COOK	P033-S085	P01-S15
BILL GREER MOTORS	1700 W BROADWAY	MR BEN KLEOPPEL 827-2162 AM
MR BEN KLEOPPEL		
BOB JOHNSON APPLIANCE CENTER	2907 W BROADWAY	MR ANDY ANDERSON 827-232
MR ANDY ANDERSON	P020-S097, 096, 098	P01-S02
BOOKS & BOODLE	115 S OHIO	MRS JEANNE SIMS 827-0100 PM
MRS JEANNE SIMS OWNER SALES	P097-S102	P02-S15
BOONSLICK REGIONAL LIBRARY	6 & LAMINE	MS BETH BELT 826-6195 AM NL
MS BETH BELT ADM LIBRARIAN	P006	P01
MRS DEBBIE FINE SUPER CIRCULATION DESK	P016	P01
MRS ROBIN LYNN JETT SECRETARY/BOOKKEEPER	P024-S016	P01
MS CATHERINE SCOTT TECHNICAL PROCESSOR	P016	P01
MS GAIL MITCHELL CHILDRENS LIBRARIAN	P016-S019	P01
BOTHWELL HOSPITAL CRT DEPT	644 E 13	MR NEIL ROCHE 826-8833 5 o
MR BILL FRERKING CARDIO-RES TECH	P090-S092	P10

Resource Persons	WTG Number	Cluster Number
BOTHWELL HOSPITAL FOOD SERVICE	644 E 13 ST	MRS BETTY LEE 826-8833
MRS BETTY LEE DIRECTOR	P006-S010	P01
THERAPEUTIC DIETITIAN/ASST DIR	P040	P10
MS DIANA FRISBIE GENERAL SECRETARY	P018-S016	P01
FOOD PRODUCTION SUPERVISOR	P085-S105	P15
BOTHWELL HOSPITAL LAB	644 E 13 ST	DR JOHN OWENS 826-8833
DR JOHN OWENS PATHOLOGIST	P087	P09
CHIEF LABORATORY TECHNOLOGIST	P075	P08
MEDICAL TECHNOLOGIST	P055	P09
RECEPTIONIST/CLERK	P016-S018	P01
MEDICAL SECRETARY	P016-S018	P01
BOTHWELL HOSPITAL MEDICAL RECORDS	644 E 13 ST	MRS BETTY BAKER 826-8833 486
MRS BETTY BAKER MEDICAL RECORDS CLERK	P028-S024, 016	P13-S01
BOTHWELL HOSPITAL NURSES DEPT	644 E 13 ST	MRS IRENE SPEARS 826-8833 AM
MS MCMULLIN SUPERVISOR OF NURSES	P040-S092	P10
BOTHWELL HOSPITAL PLANT SERVICES	644 E 13 ST	MR CHARLES FROESCHLE 826-883
MR CHARLES FROESCHLE DIRECTOR	P006-S010	P01
YARDMAN	P039-S083	P08-S05
MAINTENANCE III (CARPENTRY)	P037-S039	P08
MAINTENANCE III (ELECTRICAL)	P037-S039	P08
MNTN III (REFRIGERATION & AIR COND)	P052-S037	P08
MS GLADYS BILLINGSLEY SECRETARY	P018-S016	P01
BOTHWELL HOSPITAL SOCIAL SERV DEPT	644 E 13 ST	MR GEORGE THOMAS 826-8833 AM
MR GEORGE THOMAS DIRECTOR	P032-S012	P09-S01
BOTHWELL HOSPITAL X-RAY	644 E 13 ST	MR BOB SCHWICKRATCH 826-8833
MR BOB SCHWICKRATCH	P092-S006	P10-S01

Resource Persons	WTG Number	Cluster Number
BROOKING PARK GERIATRICS CENTER	ROUTE 6	MRS KENDA BREMER 826-8801
MRS KENDA BREMER ADMINISTRATOR	P006-S010	P01
MS ROMA HERNDON EXEC HOUSEKEEPER	P085-S033	P15-S01
MS DONNA STELLING DIETITIAN	P010-S085	P01-S15
MRS IRENE STONE ACTIVITIES DIRECTOR	P091-S093	P10-S15
MR BILL STATHEM CHIEF ENGINEER	P038-S039	P08
BUILDERS WORLD	32 & CLINTON RD	MR DOYLE FURNELL 826-6900
MR DOYLE FURNELL		
CENTRAL COMMUNICATIONS SER CO	1819 W MAIN	MR ERNIE KETTNER 827-2557 AM
MR JERRY VISENTINE ELECTRONIC TECH	P057	P08
MS NAOMI MADDEN (RADIOPHONE) TELE DISP	P030-S103	P13-S15
CHILDRENS CLINIC	1718 S INGRAM	DR ROBERT EDMONDS 827-050[illegible] A
DR ROBERT EDMONDS PEDIATRICIAN	P090-S092	P10
COMMERCIAL ELECTRIC	4201 S PARK	MR JIM GREGORY 826-4852
MR JIM GREGORY		
DANNYS ZIP DRUG	300 S OHIO	MR DANNY MCCUE 826-0462
MR DANNY MCCUE	P075-S102	P08-S15
DICK'S HONDA	S. 65 HWY	MR DICK HINSHAW 826-1553
MR DICK HINSHAW		

Resource Persons	WTG Number	Cluster Number
DON CABLE DDS	701½ S OHIO	DR DON CABLE 827-2405
MS TISH HOMAN DENTAL ASST	P092	P10
MS TONYA SEIZ SECRETARY/RECEPTIONIST	P018-S020, 024	P01
DR KIRKPATRICK OPTOMETRIST	511 S OHIO	DR CHESTER KIRKPATRICK 826-6
DR CHESTER KIRKPATRICK OPTOMETRIST	P090-S103	P10-S15
MS ARDELL BERGMANN OPTOMETRIC ASST	P090-S103	P10-S15
MS PATTI CHILDS RECEPTIONIST/SECRETARY	P017-S016	P01
DR SHULER - DENTISTRY	1806 W 11 ST	DR RONALD SHULER 827-1212 AM
MR JIM RAYMER DENTAL HYGIENIST	P092-S090	P10
CHAIR ASSISTANT	P092	P10
MS PAT BARNES LAB TECHNICIAN	P075-S027	P08
DUGAN PAINTS INC	420 W 16 ST	MR GEORGE DUGAN JR 826-0142
MR GEORGE DUGAN JR MANAGER	P010-S009	P01
EDWARD D JONES & CO	STATE FAIR SHOPPING CTR	MR LOU HARRIS 827-3520 PM ON
MR LOU HARRIS REGISTERED REP	P097-S102	P02-S15
FERGUSON HOG MARKET	ROUTE 1 S 65 HWY	MR BOB FERGUSON 826-2251
MR BOB FERGUSON SALES, HOG MARKET	P052-S103	P06-S15
FIRE STATION-CENTRAL	600 S HANCOCK	CHIEF C W "RED" GORDY 826-80
CHIEF C W GORDY		

Resource Persons	WTG Number	Cluster Number
FIRST CHRISTIAN CHURCH REVEREND BOB MAGEE ASSOC MINISTER	200 S LIMIT P032-S006	THE REV BOB MAGEE 826-53 P09-S01
FLAT CREEK VETERINARY HOSPITAL DR C L PEACOCK VETERINARIAN	1701 W MAIN P090-S107	DR C L PEACOCK 827-2057 AM O P10-S15
GARYS DECORATING CENTER MR GARY ROBERTS OWNER	2700 W BROADWAY P005-S006	MR GARY ROBERTS 827-2320 PM P11-S01
GENERAL MOTOR & TRANSMISSION MR FORREST ALLEN MECHANIC	210 E 3 ST P037-S038	MR FORREST ALLEN 826-3644 AM P08
HOBSON & SON CARPET CENTER MR BOB COMFORT SALES/MANAGER INSTALLER SECRETARY	2805 W BROADWAY P097-S010 P037-S039 P016-S024	MR BOB COMFORT 826-1192 P02-S01 P08 P01
HOME LUMBER CO MR PAUL SCHROEDER	223 E 3	MR PAUL SCHROEDER 826-234
IBEW LOCAL 814 MS JUNE KUHLMAN	2111 W BROADWAY	MS JUNE KUHLMAN 826-0814

Resource Persons	WTG Number	Cluster Number
IGA SUPERMARKET	2402 W BROADWAY	MR RALPH HUFF 827-1452
MR RALPH HUFF	P010-S009, 022	P01-S02
INTER-STATE PROCESSING CO	601 W 16 ST	MR CHUB PURCHASE 826-1764 A
MR CHUB PURCHASE SUPERVISOR	P033-S038, 026, 108	P01-S08, 13
J C PENNEY CO INC	3107 W BROADWAY	MR JAMES EDWARDS 827-2880
MR JAMES EDWARDS	P010-S009	P01
MERCHANDISING MANAGER	P009-S010	P01
MERCHANDISING ASST	P009-S010	P01
MERCHANDISING MANAGEMENT TRAINEE	P097	P02
OFFICE SUPERVISOR	P009-S024	P01
OFFICE CLERK	P024-S026	P01
JEWELS & JEMS DAY CARE	513 W 5 ST	MRS DALE TANKERSLY 826-6069
MRS DALE TANKERSLY	P093-S010	P15-S01
JIMS GARDEN CENTER	2000 W MAIN	MR JIM FOSTER 826-4411
MR JIM FOSTER	P072-S033	P06-S01
K W ELECTRIC CO INC	P O BOX 1363	MR KURMAN RILEY 826-7641
MR DAVE MORIARITY ELECTRICIAN	P037-S052	P08-S07
K-MART APPAREL CORP	1400 S LIMIT	MS MARY LOU MORRIS 827-1550
MS MARY LOU MORRIS MANAGER	P009-S095	P01-S02

Resource Persons	WTG Number	Cluster Number
KDRO RADIO	3106 W BROADWAY	MR HERB BRANDES 826-5005
MR HERB BRANDES	P067-S109	P13
COPYWRITER	P112-S068	P11-S14
SECRETARY	P018-S012	P01
NEWS REPORTER	P113-S111	P13
KELSEY-HAYES	RT 3 W MAIN	MR SAM CORPE 827-3640 AM ONL
MR SAM CORPE	P009-S024	P01
KING ARTHURS HAIRSTYLING SALON	114 S OHIO	MS BRINDA PACE 827-2470 AM O
MS BRINDA PACE MANAGER & STYLIST	P101	P102
LAW OFFICES	202 W 4 ST	MR J R FRITZ 826-5428 AM NL
MR J R FRITZ LAWYER	P078-S014	P09-S01
MR GARY FLEMING LAWYER	P078-S014	P09-S01
MS BETTY PROLL	P018-S016	P01
LEK-TRO-MEK COMPONENT SHOP	612 S OHIO	MR GREG PADGETT 826-4444
MR GREG PADGETT SALES	P097-S102	P02-S15
LITTLE ANGELS DAY CARE	GREEN RIDGE RD	MR KEITH PUTNEY 826-8712
MR KEITH PUTNEY	P093-S010	P15-S01
LITTLE BIT OF EVERYTHING	300 W 2 ST	MR JOHN WILLADSEN 827-28
MR JOHN WILLADSEN MANAGER/SALES	P102-S037	P15-S08

Resource Persons	WTG Number	Cluster Number
MAC & JACK OFFICE EQUIP MANAGER	218 W MAIN	MR DON ECKHOFF 826-6222
MACS U S RENTS IT MR CHARLES MCCOWEN MANAGER	530 E 5 ST P006-S102 & 039	MR CHARLES MCCOWEN 826-2003 P01-S15 & 08
MALLORYS BAKERY MR BOB MALLORY OWNER/BAKER	600 S OHIO P038-S039	MR BOB MALLORY 826-6920 AM O P08
MATTINGLYS MS SHIRLEY MORRIS MANAGER	1400 S LIMIT P102-S021	MS SHIRLEY MORRIS 827-1492 P15-S01
MAXINES CHILDRENS SHOP MRS MAXINE SWAFFORD SALES CLERK MRS LELA RODGERS SALES CLERK	1707 W BROADWAY P097-S102 P097-S102	MRS MAXINE SWAFFORD 826-5245 P02-S15 P02-S15
MEDICINE SHOPPE MR JACK MORRIS REGISTERED PHARMACIST MRS EVELYN MCREYNOLDS PHARMACIST ASST	709 E BROADWAY P075-S102 P102	MR JACK MORRIS 827-2121 P08-S15 P15
MELITA DAY NURSERY MRS VITULA ZIMMERCHIED	321 E 2 ST P093-S010	MRS VITULA ZIMMERCHIED 826-5 P15-S01

Resource Persons	WTG Number	Cluster Number
MFA EXCHANGE DIVISION MR SAM YOUNG MANAGER	2200 CLINTON RD P033-S097 80 75 19 22 98	MR SAM YOUNG 826-7097 AM P01-S02 08
MINNIOLIA DAY NURSERY MS LILLIAN NEWBILL DAY CARE WORKER	732 W COOPER P093-S010	MS LILLIAN NEWBILL 826-3 P15-S01
MISSOURI EXTENSION OFFICE MR BOB HEITMEYER AREA YOUTH SPECIALIST	1806 W 11 ST P042-S006	MR BOB HEITMEYER 827-059 P09-S01
MISSOURI VALLEY ARENA MS NANCY NORTHCUTT	RT 4 GIRL SCOUT CAMP RD	MS NANCY NORTHCUTT 826-9
MO STATE FAIRGROUNDS CARPENTER SHOP MR DON CLIFFORD CARPENTER FOREMEN	STATE FAIRGROUNDS P037-S033	MR RUSSELL NICHOLS 826-0 P08-S01
PARKHURST MRS MYRNA RAGAR COMMERCIAL ARTIST	2503 W BROADWAY	MRS MARY MERRIOTT 826-86
PETTIS COUNTY AUDITORS OFFICE MR JERRY BARR COUNTY AUDITOR	PETTIS COUNTY COURTHOUSE P013-S006	MR JERRY BARR 827-2170 A P01

Resource Persons	WTG Number	Cluster Number
PETTIS COUNTY SHERIFFS OFFICE MR DON STRATTON SHERIFF	403 S LAMINE P074-S006	MR DON STRATTON 827-0052 P09-S01
PFEIFFERS FLOWER SHOP MRS CLEDITH PFEIFFER FLORAL DESIGNER	510 S OHIO P004-S097	MRS CLEDITH PFEIFFER 826-140 P11-S02
PHYSICIANS & SURGEONS OPTICAL MRS NORMA BOTTCHER	17 & INGRAM P102-S021, 029	MRS NORMA BOTTCHER 826-4729 P15-S01, 02
QUALITY BODY SHOP MR FRED SMITH REPAIRMAN & OWNER	501 N PARK P037-S038	MR FRED SMITH 826-2126 AM ON P08
QUEEN CITY ELECTRIC CO INC MR MICHAEL HURLEY ELECTRICIAN	315 S OHIO P037-S052	MR MICHAEL HURLEY 826-3050 P08-S07
RUSSELL BROTHERS CLOTHING MR R S JOHNSON MANAGER/SALES	214 S OHIO P095-S006	MR R S JOHNSON 826-5154 P02-S01
SACRED HEART ELEMENTARY SCHOOL MS SUSAN PIRTLE 1ST GRADE TEACHER MS IRENE DAVIS 5TH GRADE TEACHER	3 & VERMONT P045-S032 P045-S032	MS LINDA RICKER 827-3800 P09 P09

Resource Persons	WTG Number	Cluster Number
SAINT PAULS LUTHERAN SCHOOL MS LYNNE BORCHELT 1ST GRADE TEACHER	701 S MASSACHUSETTS P045-S032	MR JAMES HUTTER 826-1925 P09
SALVATION ARMY MRS ROBERT GEDDIS	120 E 5 P032-S006	MRS ROBERT GEDDIS 826-1525 P09-S01
SAMMONS & BULLER ARCHITECTS INC MR DON BULLER ARCHITECT	COMMERCE BLDG 3 & OHIO P056-S011, 006	MR DON BULLER 826-1181 AM ONL P07-S01
SCHREINER SINCLAIR SERVICE MR KEN SCHREINER OWNER/OPERATOR	2701 W BROADWAY P037-S103, 039, 006	MR KEN SCHREINER 826-3355 AM P08-S15, 01
SEDALIA BUILDING OFFICIAL MR W W GARRISON BUILDING OFFICIAL	MUNICIPAL BLDG P074-S10	MR W W GARRISON 827-3000 AM P09-S01
SEDALIA CHAMBER OF COMMERCE MR MARK KAPFER CHAMBER DIRECTOR MS WANDA BRADEN SECRETARY	113 E 4 ST P094-S006 P015-S028	MR MARK KAPFER 826-2222 P02-S01 P01-S13
SEDALIA CHIROPRACTIC HEALTH CTR DR J BRYDEN CHIROPRACTOR	520 W BROADWAY P090-S092	DR J BRYDEN 826-7421 AM ONLY P10

Resource Persons	WTG Number	Cluster Number
SEDALIA COMMUNITY DEVELOPMENT OFFICE	MUNICIPAL BLDG	MR FRAN OWENS 827-3030 AM ON
MR FRAN OWENS COMMUNITY DEVELOPMENT DIR	P006-S076, 017	P01-S09
SEDALIA COUNTRY CLUB (GOLF COURSE)	W 16 ST	MR DONALD CHERRY 827-4510
MR CHARLES MCGAUGH MECHANIC		
MR DONALD CHERRY SUPT	P033-S083, 085, 037	
SEDALIA DAILY DEMOCRAT & CAPITAL	700 S MASSACHUSETTS	MR DON MILLER 826-1000
MR BILL BERGMAN COMPOSITOR/PRINTER	P082-S037	P08
MR DICK ARBUCKLE PRESSMAN	P082-S037	P08
DISTRICT MANAGER	P033-S095	P01-S02
SEDALIA DRUG CO	123 S OHIO	MR JOHN BANION 826-2000
MR JOHN BANION	P075-S102	P08-S15
SEDALIA MERCANTILE BANK & TRUST CO	111 W 3 ST	MR L E LUMPE 827-3311
PROOF MACHINE OPR	P023-S026	P13-S01
MS EVELYN FOSTER WORD PROCESSING	P018-S015, 024, 028	P01-S13
MS ROSE HARVEY BOOKKEEPER	P024-S029	P01-S02
MS JUDY HARMON HD TLR	P020-S009	P13-S01
MS MEYER	P024-S026	P01
SEDALIA METER DEPT	200 S OSAGE	MR DAVID SCHICK 827-3000 AM
MR DAVID SCHICK		
SEDALIA OFFICE OF CITY COLLECTOR	MUNICIPAL BLDG	MRS JAN BOEHNE 827-3000
MRS JAN BOEHNE CITY COLLECTOR	P026-S020, 021	P01

Resource Persons	WTG Number	Cluster Number
SEDALIA OFFICE SUPPLY INC	1400 S LIMIT	MR MICHAEL DICKEY 827-014
MR MICHAEL DICKEY	P097-S098, 024, 102	P02-S15, 01
SEDALIA OUTDOOR SPORTS	3602 S HWY 65	MR LLOYD BANAKA 826-4900 AM
MR LLOYD BANAKA OWNER/MANAGER	P097-S010	P02-S01
MR JOE MCBRIDE SERVICE/PARTS MGR	P037-S022	P08-S01
SEDALIA PARKS & RECREATION DEPT	LIBERTY PARK	MR BOB BROWN 826-4930
MR BOB BROWN DIRECTOR	P006-S019, 069	P01-S14
MR GARY HIEBERT RECREATION SPECIALIST	P010-S069	P01-S14
MR RAY DITZFELD PARK MAINTENANCE SUPER	P033-S037	P01-S08
SEDALIA POLICE DEPARTMENT	MUNICIPAL BLDG	MR CHARLES KNAPP 827-300
SGT TIM MOSIER SUPERV/TRAFFIC DIV	P074-S097	P09-S02
LINDA PAXTON DISPATCHER	P019-S016	P09-S02
MR HENRY RANDALL COURT CLERK/RECORDS	P016-S024	P09-S02
MR RANDALL SILVEY PATROLMAN	P026-S094, 012	P01-S02
MR HENRY RANDALL FINGERPRINT & ID/RECORDS	P016-S024	P01
SEDALIA PUBLIC LIBRARY	3 & KENTUCKY	MR DON MORTON 826-1314 AM ON
MR DON MORTON ADM LIBRARIAN	P006	P01
CHILDRENS LIBRARIAN	P016-S019	P01
ADM SEC/ASST	P024-S016	P01
CATALOGER	P016	P01
CIRCULATION/REFERENCE CLERK	P016	P01
OUTREACH LIBRARIAN	P016	P01
SEDALIA PUBLIC WORKS & ENGINEERING	MUNICIPAL BLDG	MR R W CUNNINGHAM 827-300 A
MR R W CUNNINGHAM PUBLIC WORKS DIR	P006-S056, 058	P01-S07, 08
SEDALIA SENIOR NUTRITION SITE	9TH & KENTUCKY	MRS KARIN LANE 826-0713
MRS KARIN LANE DIRECTOR	P010-S017	P01
MRS SYLVIA KARRICK HEAD COOK	P036	P03

Resource Persons	WTG Number	Cluster Number
SEDALIA STREET DEPARTMENT	901 E 3 ST	MR VERNON DITTON 827-3000
MR VERNON DITTON SUPERVISOR	P034-S083, 039	P01-S05, 08
SEDALIA VETERINARY CENTER	3409 S GREEN RIDGE RD	DR C W MONSEES 826-2285
DR C W MONSEES VETERINARIAN	P090-S107	P10-S15
SEDALIA WASTE WATER TREATMENT DEPT	MUNICIPAL BLDG	MR GARY JOHNSON 827-3000 AM
MR GARY JONNSON SUPERINTENDENT	P006-S076, 034	P01-S09
MR RAYMOND SCHULTZ LAB TECHNICIAN	P075-S076	P08-S09
SEWAGE PLANT OPERATOR	P082-S084	P08
SFAVTS AUTO MECHANICS DEPT	1900 CLARENDON RD	MR BILL SPIGNESI 826-7100 46
MR BILL SPIGNESI AUTO MECH INSTRUCTOR	P042-S044	P09
MR GLENN MISHLER AUTO MECH INSTRUCTOR	P042-S044	P09
SFAVTS WELDING DEPT	1900 CLARENDON RD	MR JAROLD WELCH 826-7100
MR JAROLD WELCH WELDING INSTRUCTOR	P042	P09
SFCC DEAN OF VO-TECH OFFICE	1900 CLARENDON RD	MRS BETH PALMER 826-7100 51/
MRS BETH PALMER SECRETARY	P018-S016	P01
SFCC MEDIA CENTER	1900 CLARENDON RD	MR ROY SIMPSON 826-7100 EXT
MR ROY SIMPSON	P055	P09-S13

Resource Persons	WTG Number	Cluster Number
SFCC PSYCHOLOGY INSTRUCTOR MR BILL SINGLETON PSYCHOLOGY INSTRUCTOR	1900 CLARENDON RD P044	MR BILL SINGLETON 826-710 E P09
SFCC REPROGRAPHICS DEPT MR CLARENCE ROBERTSON PRINTER/OPERATOR	1900 CLARENDON RD P082-S080	MR CLARENCE ROBERTSON 826-71 P08
SFCC WORD PROCESSING CENTER MRS PAULENE FRERKING WORD PROCESS SUPERV	1900 CLARENDON RD P009-S028	MRS BARBARA KING 826-7100 EX P01-S13
SHOW ME ELECTRONICS MR TONY KAUZLARICH	825 THOMPSON RD	TONY KAUZLARICH 826-3044
SHRYACK-WRIGHT GROCERY CO MR ED BRUNS MANAGER/PRES MR JOHN SNOW WAREHOUSE FOREMAN MS VERNITTA BROOKS BILLING CLERK/RECEP MS MARY DOOGS ACCOUNTING CLERK MS JOAN CRAMER POSTING CLERK	101 E MAIN P006-S095 P033-S022 P026-S016 P026-S020 P029-S024	MR ED BRUNS 826-1030 AM ONLY P01-S02 P01-S02 P01 P01 P02-S01
SKAGGS DRUG MR DICK DAVIS	THOMPSON HILLS CTR	MR DICK DAVIS 826-2633
SOIL CONSERVATION SERVICE MR JAMES P KELLY SOIL CONSERV/TECH	319 S LAMINE RM 15 P087-S010	MR JAMES P KELLY 826-675 A P09-S01

Resource Persons	WTG Number	Cluster Number
SOUTHWESTERN BELL TELEPHONE CO	220 E 5 ST	MR GARY SHOWALTER 826-9820
KATHY TOPEZ ESTIMATE ASSIGNER	P038	P01
JOHN MCNEIVE SER REPRESENTATIVE	P102-S024	P15-S01
STATE FAIR MOTOR INN	32 & S HWY 65	MR GENE LANDON 826-6100
MR LARRY YOUNG MAINTENANCE	P039-S038	P08
HOUSEKEEPING SUPERVISOR	P085	P15
DESK CLERK	P016-S020	P01
MRS MILLIE JOHNSON CHEF/BANQUET DIR	P033-S085, 036, 104	P01-S15, 03
STATE FARM INSURANCE	2111 W BROADWAY	MR WILLIAM C HOPKINS 826-608
MR WILLIAM HOPKINS AGENCY MANAGER	P010-S097	P01-S02
SECRETARY	P016-S028	P01-S13
STATE SCHOOL	16 & THOMPSON BLVD	MRS CORA DEWITT 826-6520 AM
MRS CORA DEWITT	P010-S094, 227	P01
EDUCATIONAL THERAPIST		
SWIFT FARM CENTER	20 & CARR	MR GALON ALFREY 826-7456 AM
MR GALON ALFREY MANAGER	P033-S019, 022, 098	P01-S02
THAT EXTRA SIZE SHOP	THOMPSON HILLS CTR	MRS ROSALIE EDWARDS 826-8971
MRS ROSALIE EDWARDS	P097-S102	P02-S15
THE PLAINSMAN GUN SHOPPE	STATE FAIR SHOPPING CTR	MR DICK SMITH 827-3590
MR DICK SMITH SALES	P095-S037	P02

Resource Persons	WTG Number	Cluster Number
TIFFANY YARNS & NEEDLECRAFT	117 E THIRD	MRS SUE BRANSON 826-7100 M
MS MARY ANN RICHWINE	P097	P02
MS MARILYN ANDERSON	P097	P02
TINY TOT DAY CARE CTR	711 W 6 ST	MRS FLORENCE GEHLKEN 826-492
MRS FLORENCE GEHLKEN	P093	P15
TOMS SUPER SAVER	701 W MAIN	MR TOM CHASTAIN 826-4600
MR TOM CHASTAIN		
US NAVY RECRUITING	2700 W BROADWAY	CHIEF R L YORK 827-0471
CHIEF R L YORK	P012-S006	P01
US RAILROAD RETIREMENT BOARD	FED BLDG RM 204	MR DICK JONES 826-4383
MR DICK JONES DISTRICT MGR	P010-S012	P01
MRS LANA GUNN CONTACT REP	P012-S018	P01
VOLKSWAGEN SEDALIA INC	620 W MAIN	MR BILL LOWMAN 826-0400 A O
MR BILL LOWMAN AUTO SALES	P097-S095	P02
MRS EDITH LOWMAN BOOKKEEPER/CASHIER	P026-S020	P01
SERVICE MANAGER	P037-S033, 039	P08-S01
MRS ANITA MCPHERSON PARTS MANAGER	P022-S103	P02-S15
W & M WELDING & MACHINING CO	508 W 2 ST	MR WAYNE MCMULLIN 826-3705 A
MR WAYNE MCMULLIN WELDER	P039-S037	P08

Resource Persons	WTG Number	Cluster Number
WAL-MART	HWY 50 WEST	MR STEVE SHIPCOFE 826-4500
MR STEVE SHIPCOFE MANAGER	P010-S095	P01
PURCHASING & SALES	P095-S102	P02-S15
WELLERS MENS WEAR INC	307 S OHIO	MR DON WELLER 826-4719
MR DON WELLER	P095-S006	P02-S01
WESTERN AUTO STORE	1715 W BROADWAY	MR WAYNE MUCKE 827-2844
MR WAYNE MUCKE	P097-S037	P02-S08
WESTERN HEADQUARTERS	HWY 65 SOUTH PO BOX 826	MR GEORGE HARRIS 827-3123
MR GEORGE HARRIS MANAGER	P095-S010	P02-S01
WESTLAKES ACE HARDWARE	1010 THOMPSON BLVD	MR KIP SALMON 827-3630 AM ON
BUYER	P022-S095	P02
YATES BROADCASTING CO	KSIS BLDG N HWY 65	MRS BETTY YATES 826-1050
MRS BETTY YATES	P067-S109	P13
COPYWRITER	P112-S068	P11-S14
SECRETARY	P018-S012	P01
YEAGERS CYCLE SALES	3001 S HWY 65	MR RICHARD YEAGER 826-2925
MR RICHARD YEAGER		

Appendix 4

Materials Check-out List

Career Resource Center Materials
Checked Out 1977-80

	Books	Posters	Book Series	Kits	Realia	Pamphlets	Games	Films	Flash-Cards	Charts	Vertical File
1977-78											
1st Qtr	None										
2nd Qtr	77	32	30	227	3	6	14	5	0	0	0
3rd Qtr	60	51	9	219	5	5	11	3	0	0	0
4th Qtr	38	1	49	137	5	0	0	7	0	0	0
1978-79											
1st Qtr	23	0	0	22	2	0	0	0	0	0	0
2nd Qtr	63	6	0	195	27	0	26	6	7	4	11
3rd Qtr	73	0	0	128	14	0	14	12	3	0	0
4th Qtr	42	0	0	74	8	0	3	9	7	0	0
1979-80											
1st Qtr	0	0	0	2	0	0	0	3	0	0	0
2nd Qtr	50	3	0	14	3	0	3	9	0	0	0
3rd Qtr	52	0	0	15	0	0	0	1	1	0	0
4th Qtr	36	1	0	25	2	0	1	5	0	0	3
TOTALS	514	94	79	1,058	69	11	72	60	18	4	14